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Dropout Rates in Massachusetts Public Schools: 1990

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Dropout Rates in Massachusetts for 1990 - Summary of Findings

Annual Dropout Rate

A total of 10,802 public school students enrolled in grades 9-12 dropped out of school between July 1, 1989 and June 30, 1990. This represents an annual dropout rate of 4.6%.

Projected 4-year Dropout Rate

Based on the percentage of students who dropped out during the 1989 reporting period, it is estimated that 17% of the Class of 1993 may drop out before graduating.

Changes in Rate Over Time

The annual dropout rate has declined slightly but steadily from 5.4% in 1988 to 4.9% in 1989 to 4.6% in 1990. Similarly, the projected 4-year rate has decreased from 20% for the Class of 1992 to 18% for the Class of 1992 to 17% for the Class of 1993.

Individual Schools

Annual dropout rates for individual schools ranged from 0% to 21%. While over half the high schools in the state had annual dropout rates below 2.6%, nineteen schools reported rates higher than 10%. In those schools, it is estimated that one-third to one-half of the students may drop out before graduating.

Grade

The highest percentage of students dropped out of grades ten and eleven at 5.3% and 5.5% respectively. The lowest percentage of students dropped out of the twelfth grade at 3.5%, while 4.0% dropped out of the ninth grade. Compared with previous years, the ninth grade dropout rate showed the most improvement, declining one percentage point since 1988.

Gender

The percentage of males who dropped out at 5.2%, was higher than the percentage of females at 4.0%. The gap in the dropout rate between males and females has persisted since 1988.

Race/Ethnicity

The dropout rate for Hispanic students, the highest at 12.6%, was more than three times greater than the rate for white students at 3.6%. Black students had the second highest rate at 9.0%, while Asian students dropped out at a rate of 5.1%. While the Hispanic dropout rate is unacceptably high, it has dropped 1.8 percentage points since 1988. Of all the ethnic/racial groups, only the dropout rate for Asian students increased over the previous year.

Kind of Community

The dropout rate for urban centers at 7.7% was twice as high as the second highest rate, 3.5%, for growth communities, and seven times higher than the lowest rate, 1.1%, for residential suburbs. Rural economic centers had the third highest rate at 3.3%, followed by small rural communities at 2.9%, resort/retirement communities at 2.4%, and economically developed suburbs at 2.0%. While the urban dropout rate remains relatively high, it has declined nearly one percentage point since 1988.

Program Area

The dropout rate for students with special needs at 8.2% was higher than the statewide rate of 4.6%. The dropout rate for students enrolled in vocational-technical schools at 4.7% was comparable to the statewide rate.

Service Delivery Area

Service Delivery Areas are the 15 geographical regions established by the Department of Employment and Training. Dropout rates varied widely by SDA. With a few exceptions, dropout rates were higher in SDA's where poverty levels were also relatively high.

Implications of Findings

The data presented in this report point to a number of important implications that merit attention at the state, district and individual school levels.

Schools can make a difference in reducing dropout rates.

While poverty and the conditions associated with it may influence a school's dropout rate, there are numerous examples of Massachusetts high schools where economically disadvantaged students achieve and graduate. This implies that schools' policies and practices greatly determine student success. Schools with low dropout rates in low-income districts, especially urban schools, might serve to inform others attempting to reduce dropout rates. Other models that have proven successful in serving students at-risk of dropping out include Theodore Sizer's Essential Schools, Henry Levin's Accelerated Schools, and James Comer's School Development Program.

Dropout prevention initiatives should continue to target students in the middle grades.

In recent years, dropout prevention initiatives funded by Chapter 188 and other sources have targeted students in the middle grades. Participating schools have made systemic changes in school governance, organization, curriculum and instruction. The fact that the ninth grade dropout rate has declined so dramatically over the past two years is an encouraging sign that the systemic change inititatives have demonstrated success at reconnecting students to school.

High schools should adopt systemic changes to lower dropout rates.

While progress has been made in lowering the dropout rate in grade nine, the decline in the tenth and eleventh grade dropout rate has been less dramatic. Our experience has been that most high schools have yet to implement systemic change in school organization, curriculum and instruction. In order to further reduce the state's dropout rate, additional efforts must be made to organize high schools to more effectively engage students in grades ten and eleven.

Schools need to find alternatives to retaining students in grade.

While the decline in the ninth grade dropout rate is encouraging, the fact that ninth graders drop out remains troubling. Ninth grade dropouts by definition must be at least sixteen years old. However, age-appropriate ninth graders are usually only fourteen or fifteen. This means that ninth grade dropouts must have repeated at least one grade during their school experience. The implication is that the practice of grade retention, rather than helping low-achieving students "catch up," may lead to their dropping out. Many schools have reduced their dropout rate by implementing alternatives to grade retention that accelerate instruction and student achievement, especially during the transition years between middle school and high school.

Important information is gained by examining the dropout rate for specific population groups.

Aggregate dropout rates can be misleading, because they do not convey the picture for particular student groups. A meaningful assessment of any school's or system's dropout rate should include breakdowns by race/ethnicity, gender, grade level, program area, and other relevant groupings.

Linguistic minorities are most at-risk of dropping out and require additional assistance. The dropout rate for Hispanic students has declined, but it is still alarmingly high. Many Hispanic students are economically disadvantaged and therefore lack the opportunities for learning available to students from more affluent households. Ample research indicates that to increase the success rate of this population, schools need to develop effective instructional strategies for English language acquisition, and create a curriculum and school climate that build upon their diverse and rich linguistic and cultural backgrounds.

Efforts to integrate students with special needs into regular education classrooms should be considered.
Students with special needs in prototypes 502.3, 502.4 and 502.4i have high dropout rates, implying that the effectiveness of programs designed for these students needs to be examined. Educators suggest better coordination of services and/or the increased integration of students with special needs into regular education classrooms as steps to reducing the dropout problem among this population.

Reductions in grants and aid for education could have an adverse effect on dropout rates. The decline in the dropout rate between 1988 and 1989 and between 1989 and 1990 is associated with the period during which the funding for Chapter 188 Dropout Prevention initiatives was highest. Beginning in Fiscal 1990, however, dropout prevention funds were cut dramatically, as were other state aid and grant programs (see below). The cuts have severely hampered dropout prevention initiatives in many schools. The effect of the cuts will be understood better when the 1991 and 1992 dropout rates are reported.

Chapter 188 Dropout Prevention Program: Fiscal Years 1987 - 1992

	FY '87	FY' 88	FY '89	FY '90	FY '91	FY '92
Number. of Grants	86	42	38	36	29	26
Distribution (millions)	$2.61	$2.32	$2.25	$0.91	$0.55	$0.50
Dropout Rate	5.3%	5.4%	4.9%	4.6%	*	*

* not yet available

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Introduction

The Concern About Dropouts

A slowdown in U.S. economic growth, coupled with a decline in manufacturing job opportunities over the past two decades, has made it increasingly difficult for high school dropouts to achieve economic self-sufficiency and experience relative prosperity. Between 1973 and 1987, the median income of young male high school graduates declined 25%. The decline in the median income of dropouts was even greater at 36%.[1] Only the income of college graduates increased during this period, indicating that graduating from high school is not enough anymore.

While economic factors point to a critical need for the completion of high school, demographic trends reveal rapid growth in the populations of students public schools have traditionally failed to serve well; namely, language and ethnic minorities and the economically disadvantaged. In Massachusetts, the proportion of both ethnic and linguistic minority students has doubled over the past decade. The proportion of low-income students has also increased dramatically in recent years. In some school districts nearly half of the students receive Aid to Families with Dependent Children or are eligible for free or reduced price meals. Clearly, the need to better serve these disadvantaged student groups is essential, not only to maintain the Commonwealth's competitive status in the national and world economy, but to ensure the very fabric of our democratic way of life.

When considering factors that may contribute to a student's decision to drop out, educators have traditionally focused upon social and economic influences. While being poor, a linguistic or ethnic minority, or a member of a large household may characterize dropouts, many youth with these qualitites do succeed in school and graduate. This achievement is possible when at-risk students attend schools that have taken positive steps to meet diverse student needs.

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[1] Murnane, R. (1991, Fall). Why Today's Young Men Have Slimmer Paychecks. Alumni Bulletin Harvard Graduate School of Education.

Purpose of the Report

Effective dropout prevention requires accurate information about the scope and nature of the dropout problem. To assist in efforts to develop successful dropout prevention interventions in the Commonwealth, the Department of Education, under the authority of the Massachusetts Public School Improvement Act of 1985 (Chapter 188), conducts an annual survey of the state's public schools to determine the number of students who drop out.

In Massachusetts, dropouts are defined as students 16 or older who leave school prior to graduation for reasons other than transfer to another school.

Using data obtained from the Chapter 188 survey, this report summarizes information about students who dropped out during the 1990 annual reporting period. [2] The report is addressed to policy-makers, educators, advocates, parents, and other parties responsible for ensuring the educational success of public school students in Massachusetts. It also provides useful information for those responsible for developing and providing Adult Basic Education and related literacy and training services. It provides comparative dropout data from 1988 and 1989, and attempts to answer the following important questions:

(1) How many students are dropping out?
(2) Who are the students who drop out?
(3) When do they drop out?
(4) Has the number of students who drop out changed over the past few years?

Recommended strategies for addressing the dropout problem are not included in this report, information on dropout prevention is provided by the Department of Education's publication, Changing Schools and Communities: A Systemic Approach to Dropout Prevention. The report examines the root causes of why students drop out, and suggests that fundamental changes in school organization, policy, and practice are required to help students remain engaged in learning and committed to completing school.

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[2] The 1990 reporting period began July 1, 1989 and ended June 30, 1990.

Organization of the Report

The report is organized in several sections:

Section I presents data on annual dropout rates, which describe the percentage of students who drop out in a given year. Annual rates are reported by grade, gender, race/ethnicity, Kind of Community (KOC), Service Delivery Area (SDA), and program area (Vocational-Technical Education and Special Education).[3]

Section II provides data on projected 4-year dropout rates. Projected 4-year dropout rates are based on annual dropout rates and estimate the percentage of entering ninth graders for a particular class who may not graduate from high school. They represent the cumulative effect of several years of students dropping out.

Section III provides technical information, such as sources of the data, limitations of the data and methods used to calculate dropout rates..

Section IV lists annual dropout rates by school. Section V lists projected 4-year dropout rates by school district.

State and National Data

Until this year (1992), the definition of a dropout varied widely among states. Definitions were inconsistent on such issues as whether students below the legal school-leaving age were identified as dropouts, as well as the period and grade span used to count dropouts. Therefore, comparing dropout rates in this report to those reported by other states may be misleading because of past differences in the definition and methods used to count dropouts.

To address the growing need for uniform dropout figures from each state, the U.S. Department of Education, in cooperation with state educational agencies, recently developed procedures for the collection and reporting of dropout data. Beginning in 1992, Massachusetts public school will be requested to report dropout figures according to the new federal definition. The federal definition of a dropout, as it will appear in the Chapter 188 Individual School Report for 1992 is provided in Appendix A.

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[3] KOC is a scheme that classifies Massachusetts cities and towns into seven categories. The scheme is based on 15 socioeconoic and demographic attributes. A KOC listing by city, town, and regional school district appears in Appendix C.

Section I: Annual Dropout Rates

Overall Results

Statewide, 10,802 ninth through twelfth graders dropped out of Massachusetts public schools between July 1, 1989 and June 30, 1990. These students represented 4.6% of the 235,350 ninth to twelfth graders who were enrolled in the state's public schools in the Fall of 1989. In other words, the 1990 annual dropout rate was 4.6%.

Based on the annual dropout rate, it is projected that 17% of the students who entered ninth grade in the Fall 1989 will not graduate. The projection represents the cumulative effect of several years of dropping out, and is referred to in this report as the projected 4-year dropout rate. While this section of the report provides annual dropout rates for selected population groups, projected 4-year rates can be found in Section II.

While losing 4.6% of the high school student population in a single year is cause for concern, this rate represents a decrease in the total number of dropouts compared to previous years. The decline in the number of dropouts from 13,983 in 1988 to 11,855 in 1989 to 10,802 in 1990, has resulted in a slight but steady decrease in the annual dropout rate since 1988, even though the enrollment also decreased during that period (Table 1).

Table 1: Statewide Annual Dropout Rates: 1988-1990

	1988	1989	1990
Number of Dropouts	13,983	11,855	10,802
Grade 9-12 Enrollment	258,546	242,748	235,350
Dropout Rate	5.4%	4.9%	4.6%

The decrease in annual dropout rates in 1989 and 1990 is an encouraging sign that public schools have responded to the dropout problem with innovative programming. In particular, initiatives through the Chapter 188 Dropout Prevention Program have required participating schools to adopt a systemic change approach to raising achievement and lowering dropout rates.

The systemic approach to dropout prevention includes making changes in school organization, governance, curricula, and instructional strategies to ensure high quality academic and support services for all students, not just those identified as at-risk of dropping out. Specific initiatives that schools have adopted include shared decision-making forms of governance, grouping students with different ability levels into clusters taught by teams of teachers, elimination of grade retention, flexible scheduling, curriculum centered around themes instead of subjects, and multiple opportunities for parent involvement. By implementing these strategies school-wide, it has been found that schools can more directly address the root causes of high dropout rates.

Beginning in Fiscal Year 1990, however, significant cuts in state aid and discretionary grant programs severely curtailed systemic initiatives to lower dropout rates in many districts. It is likely that these cuts will affect school dropout rates over the long term. The effect of the cuts on the state's dropout rates will be understood better when the 1991 and 1992 dropout data are reported.

Summary of Results for Selected Populations 1989-1990

Annual dropout rates have decreased slightly for almost all categories of students since 1988, but the deline was more pronounced for some groups than others. As shown in Table 2, in both 1989 and 1990, the decrease in the dropout rate was greater for ninth and tenth graders than for eleventh and twelfth graders, suggesting that more students may be staying in school longer. The decrease seen between 1988 and 1989 was greater for males than females but the reverse was true for the decrease seen between 1989 and 1990. The findings for the different racial/ethnic groups indicate that the dropout rate for blacks showed the largest decrease in 1989 dropping from 10.6% to 9.2%. The dropout rate for Hispanic students, still alarmingly high at 12.6%, showed the largest decrease in 1990, dropping from 14.1%. Finally, dropout patterns by Kind of Community reveal that urban centers had the largest decrease in dropout rates in 1989, while rural communities had the largest decrease in 1990.

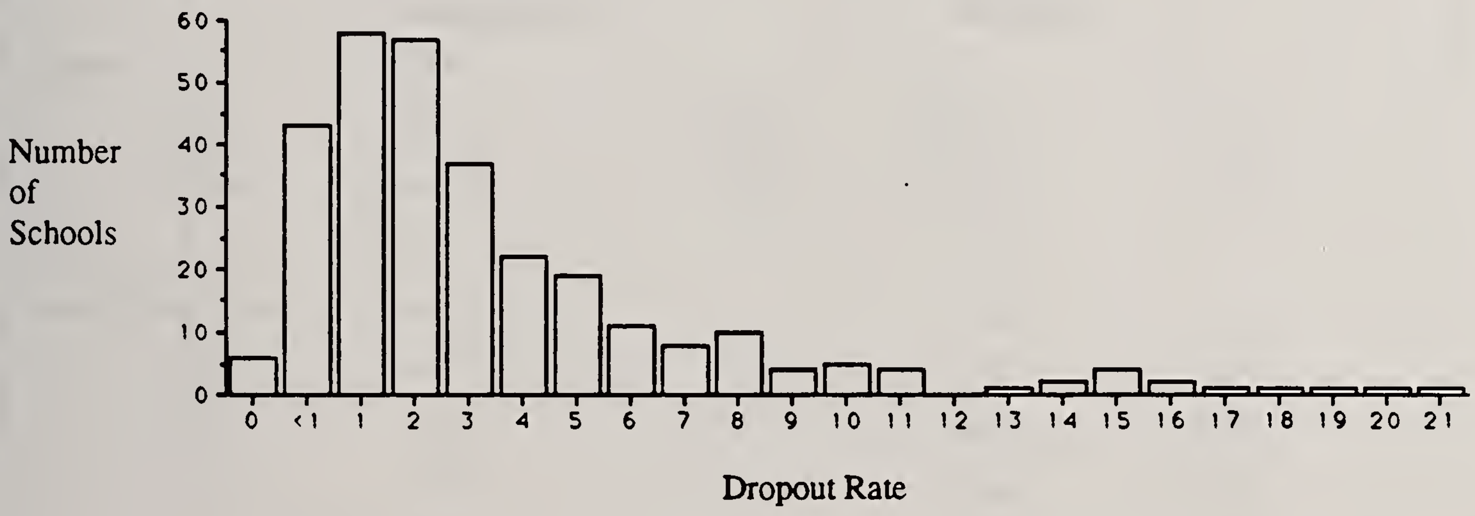
Table 2: Annual Dropout Rates: 1988-1990

	1988	1989	1990
Grade			
Grade 9	5.0%	4.4%	4.0%
Grade 10	6.5%	5.8%	5.3%
Grade 11	6.1%	5.7%	5.5%
Grade 12	3.8%	3.6%	3.5%
Grades 9-12	**5.4%**	**4.9%**	**4.6%**
Gender			
Male	6.2%	5.3%	5.2%
Female	4.6%	4.5%	4.0%
Race/Ethnic Group			
Asian	4.8%	4.7%	5.1%
Black	10.6%	9.2%	9.0%
Hispanic	14.4%	14.1%	12.6%
Native American	11.8%	7.8%	8.0%
White	4.5%	4.0%	3.6%
Kind of Community			
Urban Centers	8.9%	8.0%	7.7%
Economically Developed Suburbs	2.6%	2.3%	2.0%
Growth Communities	4.3%	3.9%	3.5%
Residential Suburbs	1.4%	1.3%	1.1%
Rural Economic Centers	4.4%	3.9%	3.3%
Small Rural Communities	3.5%	3.5%	2.9%
Resort/Retirement/Artistic	2.9%	2.0%	2.4%

School Results

The decrease in the statewide annual dropout rate holds promise, but the aggregate rate masks the severe dropout problem that exists in some schools. Dropout rates in the Commonwealth's 298 public high schools ranged from a low of 0% to a high of 21% (Figure 1). Fifty-three schools reported dropout rates of less than 1% for 1990. While this is good news, 19 schools reported dropout rates in excess of 10%. Annual dropout rates for individual schools are provided in Section IV.

Figure 1: Distribution of Annual Dropout Rates by School - 1990



Percentile categories provide another way of understanding the marked differences in dropout rates at the local level (Table 3). Each percentile category in the first column gives the proportion of schools with dropout rates equal to or below the rate indicated in the second column.

The data indicate that 25% of the schools had dropout rates less than or equal to 1.4%, 50% of the schools had rates less than or equal to 2.6% (median), and 75% of the schools had rates less than or equal to 5.0%. The 76 schools at the 75th percentile and higher accounted for 67.5% of the students who dropped-out, but enrolled only 32.6% of the total statewide student population. In other words, one-third of the enrollment accounts for two-thirds of the dropouts.

Table 3 is also useful for comparing the dropout rate of a specific school in relation to the rates of other schools. For example, about 10% of the schools had a dropout rate lower than a school with a rate of 0.7%. In contrast, about 90% of the schools had a dropout rate lower than a school with a rate of 8.7%.

Table 3: Distribution of District Results: 1990

(Number of Schools = 298)

The first column indicates the percentage of schools with dropout rates equal to or below the corresponding figure in the second column.

Percentage of Schools	Annual Dropout Rate
1%	0.0%
5%	0.3%
10%	0.7%
25%	1.4%
50%	2.6%
75%	5.0%
90%	8.7%
95%	11.9%
99%	19.7%

Results for Selected Population Groups

A critical look at the dropout rate for specific populations of students is necessary in order to understand who is dropping out and to appropriately target resources. In 1990, dropout rates varied widely among different ethnic groups, for males and females, by grade level, and by Kind of Community (Table 4). The data indicate that for certain groups the dropout rate was high, raising concerns about how well schools are serving all youth. These data are discussed in more detail in the following sections of the report.

Table 4: Summary of Annual Dropout Rates 1990

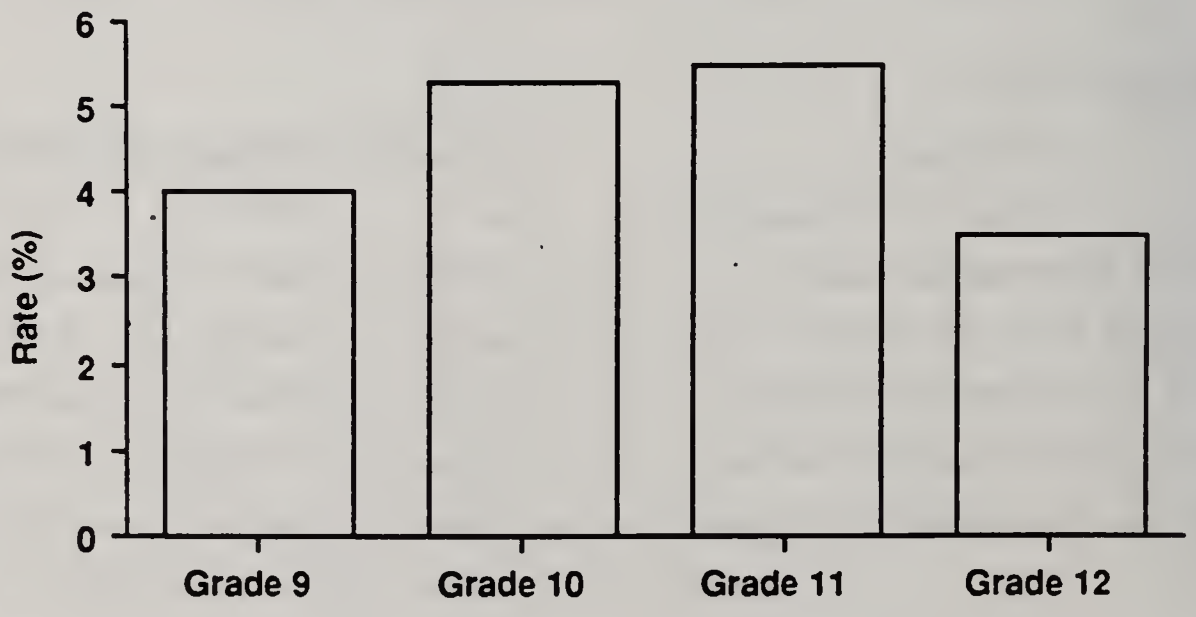
	# of Dropouts	Enrollment	Annual Rate
Grade			
Grade 9	2,501	61,890	4.0%
Grade 10	3,187	60,360	5.3%
Grade 11	3,160	57,155	5.5%
Grade 12	1,954	55,945	3.5%
Grades 9-12	**10,802**	**235,350**	**4.6%**
Gender			
Male	6,250	120,113	5.2%
Female	4,552	115,237	4.0%
Race/Ethnic Group			
Asian	376	7,417	5.1%
Black	1,515	16,861	9.0%
Hispanic	1,788	14,218	12.6%
Native American	30	374	8.0%
White	7,093	196,480	3.6%
Kind of Community			
Urban Centers	7,566	98,343	7.7%
Economically Developed Suburbs	1,224	62,401	2.0%
Growth Communities	953	26,972	3.5%
Residential Suburbs	249	21,807	1.1%
Rural Economic Centers	651	19,805	3.3%
Small Rural Communities	89	3,051	2.9%
Resort/Retirement/Artistic	70	2,971	2.4%

Results by Grade

Looking at the dropout rate according to grade level provides information about when students leave school. Proportionately more tenth and eleventh graders dropped out than did students in any other grade (Figure 2). Students in tenth and eleventh grades had the highest dropout rates at 5.3% and 5.5% respectively. The higher rates correspond to the grades in which students generally turn sixteen, the age at which compulsory school attendance is no longer required by state law. Not surprisingly, students who succeeded in reaching the twelfth grade were the least likely to drop out, with the lowest dropout rate at 3.5%.

Over the past several years , tenth and eleventh graders have had the highest dropout rates, followed by ninth graders and then twelfth graders. Table 2 reveals slight decreases in the dropout rates for all grade levels for the past two years. The largest decreases have occurred at the ninth grade level, suggesting that the recent emphasis of various dropout prevention initiatives at the elementary and middle school levels may be an important factor in reconnecting students to school.

Figure 2: Annual Dropout Rates by Grade - 1990



The fact that students drop out as early as the ninth grade is troubling. Ninth graders are usually only fourteen or fifteen, indicating that many ninth grade dropouts, who by definition must be at least sixteen years-old, probably repeated a grade at some time during their school experience. There is an extensive body of research that documents the strong correlation between grade retention and dropping out.

Youth in Transition, a longitudinal study of school dropouts, found that repeating one grade increased a student's risk of dropping out by 40-50 percent, repeating two grades increased that risk by 90 percent.[4] A study of Chicago dropouts found tht over-age students not only drop out more often than their grade-appropriate peers reading at the same level, but they drop out more often than grade-appropriate students reading at a lower level.[5] These findings raise serious concerns about the practice of grade retention as an effective means of helping low-achieving students succeed in school.

Results by Gender

Male students continued to drop out at a moderately higher rate than female students in 1990. A total of 6,250 males dropped out, representing 5.2% of all male ninth through twelfth grade students. In comparison, 4,552 females dropped out, a rate of 4.0%. While males accounted for 51.0% of the ninth through twelfth grade student population, they represented 57.9% of all dropouts. In contrast, female students accounted for 49.0% of the enrollment but only 42.1% of all dropouts.

Males have dropped out of school at higher rates than females for the past three years (Table 2). The gap between the dropout rates for males and females began to narrow in 1989 when the rate for male students decreased by close to a percentage point. However, in 1990 the dropout rate for male students saw only a very small decrease while the rate for female students declined by half a percentage point, again widening the gap between the two groups.

The pattern of dropping out at each grade level is the same for both males and females (Table 5). Both males and females dropped out at higher rates in the tenth and eleventh grades.

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[4] Cited in, Mann, D. (1986). Can We Help Dropouts: Thinking About the Undoable. Teachers College Record, 87 (30).
[5] Hess, G.A. (1986). Educational Triage in An Urban School Setting. Metropolitan Education.

Likewise, both males and females dropped out at the lowest rate in twelfth grade. The difference in the dropout rates between males and females was smallest at the twelfth grade.

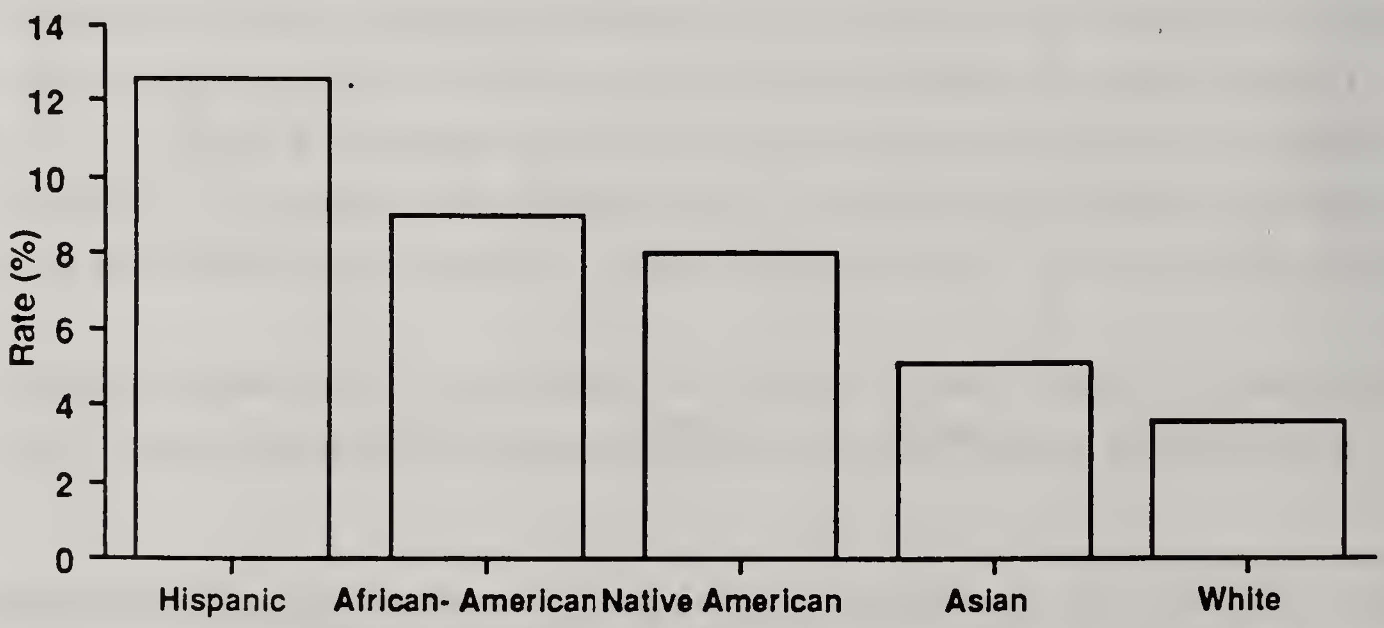
Table 5: Gender by Grade: 1990

	Grade 9	Grade 10	Grade 11	Grade 12
Male	4.6%	6.1%	6.1%	3.9%
Female	3.4%	4.5%	4.9%	3.0%

Results by Race/Ethnicity

The differences in the dropout rates for the various racial/ethnic groups were dramatic (Figure 3). The dropout rate for Hispanic students, the highest at 12.6%, was over three times greater than the rate for white students at 3.6%. Black students had the second highest rate at 9.0%, over twice as high as the rate for whites. The dropout rate for Asian students at 5.1% was considerably closer to the 3.6% rate for white students. Native American students, who at less than 1% of the total enrollment are a small population in Massachusetts public schools, dropped out at a rate of 8.0%.

Figure 3: Annual Dropout Rates by Race - 1990



Hispanic and black students were dramatically over- represented in the total pool of dropouts for 1990 (Figures 4 and 5). While only 6.0% of all ninth to twelfth graders were Hispanic, 16.6% of all dropouts were Hispanic. Similarly, black students represented only 7.2% of the ninth to twelfth grade enrollment, but 14.0% of all dropouts. White students, who accounted for 83.5% of the total ninth to twelfth grade enrollment, were under-represented in the total pool of dropouts at 65.7%. Nearly two-thirds of all the dropouts in 1990 were white students.

Figure 4: Composition of Dropout Pool - 1990

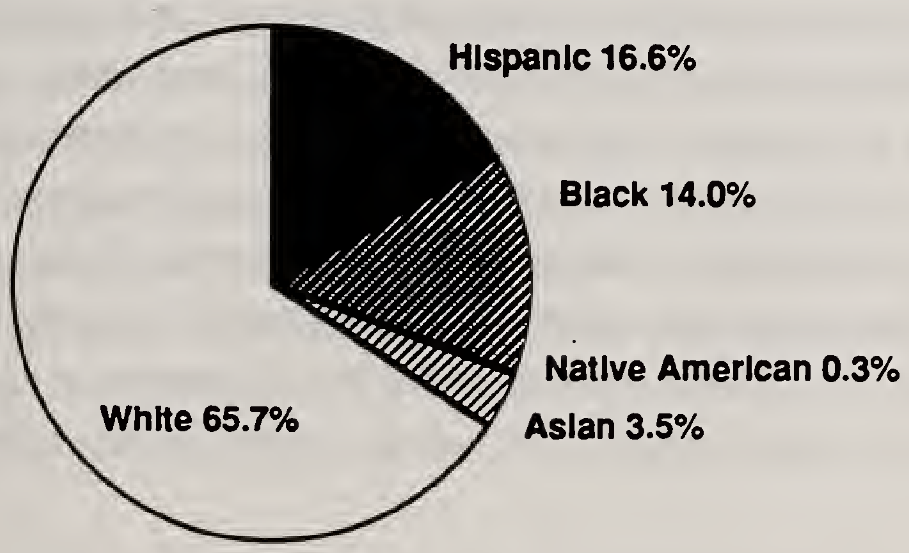
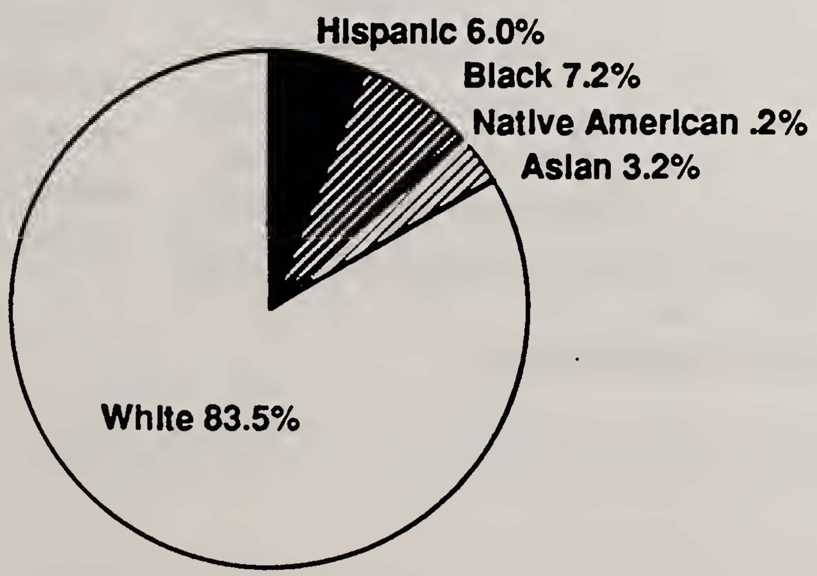


Figure 5: Composition of Enrollment - 1990



With the exception of the 1990 dropout rate for Asian students, the data generally show a decline in the dropout rates for the various groups (Table 2). While the dropout rate for Hispanic students is still high at 12.6%, it has decreased consistently over the past three years, with the largest decline in 1990. The decrease in the percentage of black students dropping out in 1990 as compared to 1989 was very slight, but maintained the more considerable gain made in 1989. In contrast, the dropout rate for Asian students increased for the first time in three years. Moreover, 1990 was the first year in which the Asian dropout rate exceeded the statewide average.

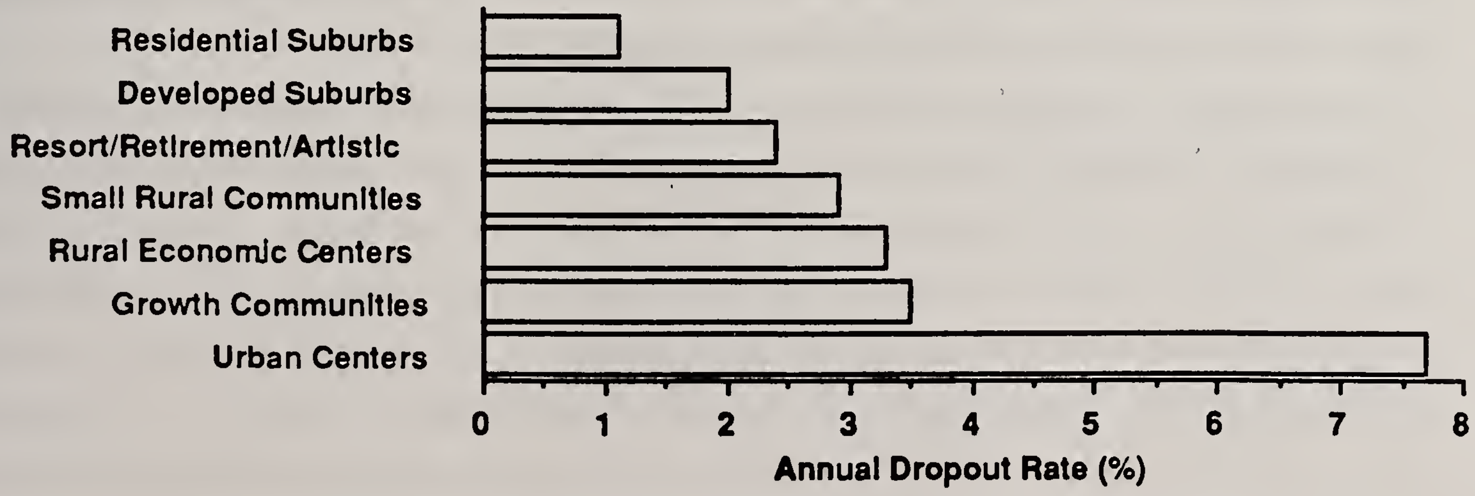
The increase in the dropout rate for Asian students contradicts the often-held belief that Asian students are not at-risk of dropping out and do not require additional assistance or resources. What is often referred to as the "myth of the model minority" frequently results in a lack of focus on the needs of Asian students in dropout prevention efforts. The newer Asian arrivals, which represent an increasing proportion of the Asian student population, are at higher risk of dropping out than earlier immigrant groups. Before coming to America, these youth spent many years in war-torn countries and refugee camps where they were deprived of formal education. Schools need to be well prepared to successfully address the unique range of cultural, linguistic, psychological and academic challenges these students face.

Annual Results by Kind of Community

The Department of Education groups communities into seven different categories or Kinds of Communities. The categories are based on 15 socioeconomic and demographic attributes. The attributes were chosen because they represent factors which differentiate communities from one another. Classifying communities according to common attributes allows schools to evaluate their success in relation to schools that share similar conditions. Moreover, the classification scheme assists schools in finding appropriate models for assistance.

Dropout rates varied widely by the Kind of Community (Figure 6). The rate for urban centers at 7.7%, was twice as high as the rate for growth communities (3.5%), and seven times higher than the rate for residential suburbs (1.1%). Students from urban centers were over-represented in the pool of dropouts. They accounted for only 42% of the ninth through twelfth grade enrollment but represented 70% of all dropouts. Rural economic centers had the third highest dropout rate at 3.3%, followed by small rural communities at 2.9%, resort/retirement/artistic communities at 2.4%, and economically developed suburbs at 2.0%.

Figure 6: Annual Dropout Rates by KOC - 1990



With the exception of a small increase in the dropout rate for resort/retirement/artistic communities, the dropout rates for all other categories of communities have shown small but consistent decreases since 1988 (Table 2). Because resort/retirement/artistic communities account for only 0.6% of all dropouts, their dropout rate is sensitive to relatively small changes in the number of dropouts.

Like many other states, urban centers in Massachusetts struggle to address the needs of their student population. Schools in urban centers enroll 82% of all students in the state who receive Aid for Dependent Children, but only 42% of the statewide enrollment. In other words, over three-quarters of the low-income students in the Commonwealth attend schools in urban centers even though they account for less than half of the statewide student population.

While urban schools have a disproportionate share of students who require additional assistance and resources to learn, a number of schools in urban centers appear to successfully engage and motivate their students. As indicated by Table 9, 10% of urban schools have dropout rates of less than 2%. These schools have dropout rates comparable to their suburban counterparts and may provide successful models for other urban schools striving to lower their dropout rates.

Using Table 6, schools can compare their dropout rates to schools in communities similar to theirs as well as to schools in other Kinds of Communities.[6] For example, if an urban school had a dropout rate of 3.4%, its rate was lower than about 75% of the schools in urban centers, but lower than only 50% of the schools in growth communities.

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[6] Table does not include small rural and resort/retirement/artistic categories because of the small number of high schools, six and nine respectively, represented by these KOC categories.

Table 6: Distribution of Dropout Rates by KOC: 1990

The first column indicates the percentage of schools with dropout rates equal to or below the corresponding figures in the remaining columns.

Percentage of Schools	Urban	Econ Dev Sub	Growth	Res Suburb	Rural Centers
	Annual Dropout Rates				
5%	0.9%	2.0%	0.5%	0.0%	1.0%
10%	1.8%	4.0%	9.0%	0.0%	1.3%
25%	3.4%	7.0%	2.1%	0.5%	1.9%
50%	5.7%	1.6%	2.8%	0.9%	2.8%
75%	9.1%	2.6%	3.7%	1.6%	3.8%
90%	15.4%	4.1%	6.4%	2.2%	5.8%
95%	18.7%	6.1%	8.4%	2.6%	6.5%

Small rural and resort/retirement/artistic communities were excluded due to insufficient data points.

Results for Vocational-Technical Schools

For the 1989-90 school year, 47 vocational-technical schools enrolled 30,730 ninth to twelfth graders or 13.1% of the high school students statewide [7]. A total of 1,453 of those students dropped out, representing an annual dropout rate of 4.7%. The rate is comparable to the statewide annual rate of 4.6%.

In 1990, most vocational students (nearly 84%) attended the 35 regional, independent, or county vocational-technical schools. The remainder attended the 12 district vocational-technical schools. Ten of the twelve district vocational-technical schools were located in urban centers. The dropout rate for district vocational-technical schools, at 8.8%, was over twice as high as the dropout rate for independent, county, and regional vocational-technical schools at 3.9% (Table 7). Moreover, the dropout rate for the regional schools was lower than the statewide rate while the rate for the district schools was considerably higher. The dropout rate for district vocational-technical schools at 8.8% was also higher than the rate for urban centers at 7.7%.

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[7] Numbers do not include vocational-technical students enrolled in comprehensive high sechools.

Table 7: Vocational -Technical Schools: Annual Dropout Rate for 1990

	# Dropouts	Enrollment	Rate
All Voc-Tech Schools	1,453	30,730	4.7%
Regional Voc-Tech Schools Only	1,013	25,734	3.9%
District Voc-Tech Schools Only	440	4,996	8.8%

The relatively high annual dropout rate for district vocational-technical schools raise some questions: What are the characteristics of the students who choose to attend these schools? Would students attending them drop out at even higher rates if they did not have the option of a vocational-technical program? Are the programs appropriately designed to effectively serve the students who attend them? Finding answers to these questions is an important step in addressing the dropout problem in these schools.

Consistent with the decline in the statewide rate, dropout rates have decreased for regional vocational-technical schools, as well as the district vocational-technical schools (Table 8).

Table 8: Vocational-Technical Schools: Annual Dropout Rates for 1989 and 1990

	1989	1990
All Voc-Tech Schools	5.5%	4.7%
Regional Voc-Tech Schools Only	4.7%	3.9%
District Voc-Tech Schools Only	9.7%	8.8%

Students with Special Needs

A total of 2,004 students with special needs aged 16 to 22 dropped out of school during the 1989-90 school year.[8] This represents 8.2% of the 24,401 students with special needs aged 16 to 22 enrolled in the Fall 1989. At 8.2%, the annual dropout rate for students with special needs was moderately higher than the statewide annual rate (4.6%). Moreover, the 1990 dropout rate for this student population represented an increase over the 1989 rate, which was 7.4%.

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[8] Information on students with special needs was gathered by the *Exit Data Report- A Headcount of Students Who Leave Special Education for 1990.*

The percentage of students with special needs who dropped out varied by prototype (Table 9). Students who spent from 25%-60% of their time out of the regular education classroom receiving services (prototype 502.3) dropped out at almost twice the rate of those who received all their services within the regular education classroom (502.1). For students receiving services in separate public school facilities (502.4i), the rate was three times as high as students with the prototype 502.1.

These figures parallel national figures with respect to the dropout rate for students with special needs being higher than for students in regular education. The data indicate the importance of carefully reviewing the effectiveness of programs designed to serve students in special education. Educators suggest the better coordination of services and/or the increased integration of students with special needs into regular education classrooms as successful strategies for reducing the dropout rate among this population.

Explanation of Prototypes

Massachusetts does not classify students by disability category, instead the term prototype is used to describe the amount and location of special education services provided to students as follows:

Students with the prototype 502.1 receive services solely within regular education classrooms.

Students with the prototype 502.2 spend up to 25% of their time out of the regular education classroom receiving special education services, while students with prototype 502.3 spend between 25% and 60% outside the regular education classroom.

Students with prototype 502.4 receive services solely outside the regular education classroom, but within operating schools. Students who are with prototype 502.4i receive services solely outside the regular education classroom, but in separate public school facilities.

Students in prototypes 502.5 and 502.6 attend private day and residential schools, while students in prototype 502.7 receive services at home or in a hospital.

Table 9: Annual Dropout Rates for Students with Special Needs by Prototype: 1990

Prototype		# Dropouts	Enrollment	Rate
502.1	Modified	144	2,479	5.8%
502.2	Up to 25% Separate	660	10,399	6.3%
502.3	25% - 60% Separate	489	3,850	12.7%
502.4	Substantially Separate	337	4,033	8.4%
502.4i	Separate Facility	218	1,281	17.0%
502.5	Private Day	141	1,544	9.1%
502.6	Private Residential	5	501	1.0%
502.7	Home/Hospital	10	314	3.2%
Total		2,004	24,401	8.2%

Results by Service Delivery Area

Service Delivery Areas (SDAs) are the 15 regions of the state, established by the Department of Employment and Training under the Job Training Partnership Act, through which employment and training services are planned and implemented. Each SDA has a designated agency responsible for coordinating programs and services. With the exception of Boston, each SDA is comprised of many communities (see Appendix X for a listing).

The SDA system is based on geographical location. Unlike the KOC categories discussed earlier in this report, the communities within each SDA do not necessarily share similar socioeconomic and demographic attributes. The Department of Employment and Training, the state agency responsible for administering state and federal employment and training programs, uses dropout information to more appropriately target their resources. Similarly, at the local level, dropout information is used by SDA administering agencies and service providers to target funds and assess programs.

The differences in dropout rates for the 15 SDAs were considerable ranging from a low of 1.7% for Metro South/West to a high of 10.9% for Boston (Figure 10). Consistent with ample research evidence, the data reveal a strong relationship between poverty and the dropout rate. With a few exceptions, the higher the percentage of students receiving Aid to Families with Dependent Children (AFDC) within a SDA, the higher the dropout rate.

Table 10: Dropout Rates by Service Delivery Area: 1990

	No. Districts Served	Enrollment	AFDC Rate	# of Dropouts	**Annual Dropout Rate**
Berkshire	19	6206	9.3%	266	4.2%
Boston	1	16287	31.4%	1785	10.9%
Bristol	16	13579	10.0%	789	5.8%
Brockton	13	10619	10.8%	481	4.5%
Franklin/Hampshire	45	8551	8.0%	298	3.4%
Hampden	22	18501	22.7%	1216	6.5%
Metro North	21	23017	10.2%	789	3.4%
Metro SW	54	33505	2.7%	585	1.7%
New Bedford	38	17124	11.3%	787	4.6%
L Merrimack	19	12263	17.0%	695	5.6%
N Middlesex	9	11857	12.2%	530	4.4%
N Worcester	22	10000	8.2%	405	4.1%
S Coastal	25	19276	5.0%	492	2.5%
S Essex	21	13960	12.1%	738	5.2%
S Worcester	37	20605	1.2%	946	4.5%
Totals	362	235,350	11%	10,802	4.6%

Section II: Projected 4-Year Dropout Rate

About the Projected 4-Year Dropout Rate

The annual dropout rates, described earlier in this report, indicate the percentage of ninth to twelfth graders who dropped out of school during a one-year period. In contrast, projected 4-year dropout rates, reported in this section, estimate the percentage of ninth graders who may not complete four years of high school and graduate. Since the projected 4-year dropout rate describes the cumulative effect of several years of dropping out, it is often held to be a more dramatic indicator of a school's "holding power" than the annual dropout rate.

The projected 4-year dropout rate does not equal four times the annual dropout rate. Readers interested in the method used to calculate the projected rate should refer to the technical section. Moreover, consumers of this information are cautioned that two assumptions are made in estimating the 4-year rate. The first is that the annual dropout rates for grades ten, eleven and twelve will remain reasonably constant over several years. The second is that students who drop out do not return to school.

Projected 4-year dropout rates are relatively reliable at the state level, but figures for the individual schools and districts are sensitive to annual fluctuations in local dropout patterns. Projected 4-year rates are provided for individual school districts in Section V.

Statewide Results

The projected 4-year dropout rate for the Class of 1993 is 17%. The rate estimates that 10,520 of the 61890 students who entered the ninth grade in the Fall of 1989 will not graduate from high school. The decline in the projected 4-year rate for the Classes of 1992 and 1993 is consistent with the decrease in the annual dropout rates for the past two years. The decreases in the annual dropout rates indicate that a larger number of the total pool of all ninth through twelfth graders remain in school each year.

Results for Selected Population Groups

The projected 4-year dropout rates vary for particular student populations in a pattern similar to the annual dropout rates (Table 11). The figures reveal that the dropout problem is most acute for black and Hispanic students and for students attending schools in urban centers. The 4-year rates estimate that statewide, each of the classes graduating in 1991, 1992 and 1993 will have lost over 40% of the Hispanic students that began as part of the ninth grade group. These same classes will have lost over 30% of their black students.

Considering Kind of Community, the gap in the projected 4-year rates is widest between urban centers and residential suburbs. For the past three classes, it is estimated that over 25% of the students attending school in urban centers will drop out while 5% or less of those attending schools in residential suburbs will do so. More than one out of every four urban students will leave school before graduating, but only one out of every 20 suburban students will do so.

The projected 4-year dropout rate declines for each graduating class since1991 for all groups of students, except Asian students and students attending schools in resort/retirement/artistic communities (Table 11). The rate indicates that more students from the class of 1993 may graduate than from the previous two classes.

Table 11: Projected 4-Year Dropout Rates

Classes of 1991, 1992, and 1993

	1991	1992	1993
State	20%	18%	17%
Gender			
Male	21%	20%	19%
Female	18%	17%	15%
Race/Ethnic Group			
Asian	18%	17%	19%
Black	36%	32%	31%
Hispanic	45%	45%	41%
Native American	40%	29%	28%
White	17%	15%	14%
Kind of Community			
Urban Centers	31%	28%	27%
Economically Developed Suburbs	10%	9%	7%
Growth Communities	16%	15%	13%
Residential Suburbs	5%	5%	4%
Rural Economic Centers	17%	15%	12%
Small Rural Communities	14%	13%	11%
Resort/Retire/Artistic	11%	8%	9%

Section III: Technical Information

Data Collection

Dropout figures presented in this study were reported to the Department of Education in the *Chapter 188 Individual School Report (1989-90).* School personnel reported the number of students who dropped out over a 12-month period beginning July 1, 1989 and ending June 30, 1990. Dropouts were classified by gender within five racial/ethnic groups across grades 6 through 12.

In Massachusetts a dropout is defined as a student age 16 or older who leaves school prior to graduation for reasons other than transfer to another school.

Statewide dropout data are based on the responses of 324 schools located in 252 school districts. This represents a complete census of the schools in the Commonwealth that contain any of the grades 9-12. As in any survey research, the accuracy of the data provided is limited by such factors as the design of the survey, and by reporting and processing errors. The Department of Education has attempted to minimize these errors by conducting workshops for and providing ongoing technical assistance to school personnel completing the survey.

As an additional check on the reliability of schools "self-reported" dropout data, letters were sent to schools reporting relatively high numbers of dropouts asking that the data be examined and reconfirmed. Through this procedure, reporting errors were uncovered and corrected. Since 1990 marked the fourth year in which schools reported Chapter 188 dropout statistics, the quality of the data has improed as school personnel have become more familiar with how to apply the state's dropout definition, and enhanced their capacity to maintain and report student-based information.

Limitations of Data

The accuracy of dropout data depends primarily upon how schools apply the definition of a dropout provided in the survey. The definition states that school leavers be counted as dropouts if they did not graduate or did not transfer to another school. However, through our experience in collecting dropout data over the past several years, we have learned that common reporting errors include:

1. Counting students who have transferred as dropouts. When a student leaves school, and school officials have no evidence that the student has transferred to another school or graduated, the student is classified as a dropout. In some cases, however, the student may be attending school in another district, state or country, but no attempt has been made to notify the school the student left of the transfer. This results in an over-count of the number of dropouts.

2. Counting students who have dropped out as transfers. For example, school leavers who enter GED programs sometimes are not counted as dropouts. According to the Massachusetts dropout definition, school leavers are dropouts if they enroll in GED programs which are not directly part of a district's secondary program. This results in an under-count of the number of dropouts.

Dropout Rate Formulas

1. Annual Dropout Rate

The annual dropout rate is calculated by comparing the number of dropouts over a single one-year period to the October 1 enrollment for that period. Enrollment data are derived from the *Individual School Report,* commonly referred to as the October Enrollment Report. October 1, 1988 enrollment data were used to determine the 1989 annual dropout rate.

Annual Dropout Rate = number of dropouts / October enrollment • 100

Example: Statewide Annual Dropout Rate (1990) = 10,802 / 235,350 = 4.6%

2. Projected 4-Year Dropout Rate

The projected 4-year dropout rate is determined by calculating the cumulative effect of several years of dropping out according to the formula shown below. The methodology assumes that (1) current annual dropout rates for grades ten, eleven and twelve will remain reasonably constant over several years and (2) students who drop out will not return to school. While projected 4-year dropout rates are relatively reliable at the state level, figures for individual schools and districts are especially sensitive to annual fluctuations in local dropout patterns.

The grade-specific dropout rates (W,X,Y and Z) vary according to the particular population being examined. Two examples are shown to illustrate this point: the statewide projected 4-year rate, and the projected 4-year rate for urban centers.

Projected 4-Year Rate = $[1 - (1 - W)(1 - X)(1 - Y)(1 - Z)] \cdot 100$

W = Annual Dropout Rate in Grade 9
X = Annual Dropout Rate in Grade 10
Y = Annual Dropout Rate in Grade 11
Z = Annual Dropout Rate in Grade 12

Examples

Statewide Projected 4-Year Dropout Rate =
$1 - (1 - 4.0\%)(1 - 5.3\%)(1 - 5.5\%)(1 - 3.5\%) \cdot 100 = 17\%$

Projected 4-Year Dropout Rate, Urban Centers =
$1 - (1 - 7.1\%)(1 - 8.9\%)(1 - 8.9\%)(1 - 5.5\%) \cdot 100 = 27\%$

Final Note

The Department of Education recognizes that there are different ways to define dropouts and calculate dropout rates. The methodology used in this study attempts to balance the benefit of having accurate and uniform information about dropouts with the burden and expense of the process of collecting and analyzing the data. We encourage suggestions about how the reporting or analysis statistics on dropouts may be further improved.

Section IV: Annual Dropout Rates by School

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

DISTRICT	SCHOOL NAME	1987		1988		1989		1990	
		#	%	#	%	#	%	#	
ABINGTON	ABINGTON HIGH	18	2.7%	15	2.4%	16	3.1%	12	2.5
AGAWAM	AGAWAM JUNIOR HIGH	4	1.1%	5	1.6%	4	1.4%	6	2.1
	AGAWAM HIGH	54	4.9%	77	7.2%	50	5.1%	34	3.7
	TOTAL	58	4.0%	82	5.9%	54	4.2%	40	3.3
AMESBURY	AMESBURY HIGH	39	5.5%	22	3.4%	32	5.3%	35	5.8
ANDOVER	ANDOVER HIGH	17	1.5%	18	1.7%	10	0.8%	8	0.7
ARLINGTON	ARLINGTON HIGH	33	2.3%	37	2.8%	9	0.7%	16	1.4
ASHLAND	ASHLAND HIGH	6	1.4%	5	1.3%	2	0.5%	1	0.3
ATTLEBORO	ATTLEBORO HIGH	100	7.5%	87	7.0%	89	7.6%	85	7.4
	ATTLEBORO VOC TECH HIGH	44	10.2%	68	16.0%	37	10.5%	41	11.9
	TOTAL	144	8.2%	155	9.3%	126	8.3%	126	8.4
AUBURN	AUBURN SENIOR HIGH	9	1.4%	17	2.7%	10	1.6%	6	1.1
AVON	AVON SENIOR HIGH	3	1.7%	4	2.5%	1	0.8%	4	3.
AYER	AYER SR HIGH SCHOOL	35	5.6%	28	4.4%	13	2.3%	22	3.9
BARNSTABLE	BARNSTABLE HIGH	70	4.3%	75	4.9%	91	6.2%	77	5.3
BEDFORD	BEDFORD HIGH	8	1.1%	9	1.2%	8	1.2%	4	0.
BELCHERTOWN	BELCHERTOWN SR HIGH	20	4.7%	20	5.1%	13	3.5%	8	2.
BELLINGHAM	BELLINGHAM MEMORIAL JR-SR	18	2.3%	28	3.8%	18	2.7%	10	1.
BELMONT	BELMONT HIGH SCHOOL	18	1.8%	7	0.7%	0	0.0%	3	0.
BEVERLY	BEVERLY HIGH	31	2.1%	35	2.5%	59	4.7%	43	3.
BILLERICA	BILLERICA MEM HIGH SCH	117	6.2%	80	4.5%	46	2.9%	35	2.
BOSTON	WILLIAM MCKINLEY	75	37.3%	65	35.5%	59	28.1%	66	35.
	BRIGHTON HIGH	220	25.0%	202	24.8%	185	22.8%	228	21.8
	CHARLESTOWN HIGH	148	12.9%	115	11.5%	79	7.5%	203	19.
	DORCHESTER HIGH	241	27.9%	210	25.1%	175	23.4%	158	18.
	JEREMIAH E BURKE HIGH	91	12.6%	115	15.1%	152	20.5%	69	8.
	EAST BOSTON HIGH	163	17.7%	141	16.3%	87	11.0%	74	9.4
	THE ENGLISH HIGH	279	17.9%	234	14.8%	118	8.1%	163	13.
	MADISON PARK HIGH	337	19.0%	243	14.7%	223	12.7%	142	9.
	BOSTON LATIN ACADEMY	5	0.6%	12	1.3%	1	0.1%	2	0.
	HYDE PARK HIGH SCHOOL	67	7.9%	73	8.9%	62	7.9%	167	14.7
	BOSTON LATIN	6	0.4%	2	0.1%	2	0.1%	0	0.
	SOUTH BOSTON HIGH	255	23.9%	219	20.0%	130	12.9%	193	15.4
	WEST ROXBURY SCH	150	11.2%	127	9.9%	158	13.8%	137	10.1
	BOSTON TECH HIGH	42	3.6%	27	2.5%	31	3.1%	24	1.8
	BOSTON HIGH SCHOOL	106	15.3%	147	19.1%	85	11.2%	147	15.4
	SNOWDEN INT'L HIGH	32	6.4%	26	5.5%	25	5.2%	12	2.5
	TOTAL	2217	13.9%	1958	12.6%	1572	10.5%	1785	11.
BOURNE	BOURNE HIGH	38	5.5%	21	3.3%	11	1.9%	13	2.3
BRAINTREE	BRAINTREE HIGH	47	3.0%	51	3.6%	40	3.1%	35	2.9

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

STRICT	SCHOOL NAME	1987		1988		1989		1990	
		#	%	#	%	#	%	#	%
OCKTON	BROCKTON HIGH	336	8.0%	354	9.2%	319	8.8%	321	9.3%
	ITHAKA ALTERNATIVE HS	15	35.7%	25	54.4%	17	37.0%	10	20.8%
	TOTAL	351	8.3%	379	9.7%	336	9.2%	331	9.5%
OOKLINE	BROOKLINE HIGH	0	0.0%	0	0.0%	32	1.8%	17	0.9%
RLINGTON	BURLINGTON HIGH	23	1.8%	14	1.2%	8	0.7%	10	1.0%
MBRIDGE	CAMBRIDGE RINDGE & LATIN	259	10.2%	146	6.1%	127	5.6%	107	5.0%
NTON	CANTON HIGH	11	1.3%	11	1.4%	13	1.8%	11	1.6%
IATHAM	CHATHAM HIGH	4	2.3%	2	1.2%	0	0.0%	3	1.8%
ELMSFORD	CHELMSFORD HIGH	38	1.8%	42	2.2%	36	2.1%	14	0.9%
ELSEA	CHELSEA HIGH	156	17.1%	143	16.6%	143	17.6%	163	20.1%
ICOPEE	CHICOPEE HIGH	89	9.2%	83	8.5%	99	10.3%	54	5.8%
	CHICOPEE COMPREHENSIVE HS	78	5.6%	105	7.5%	79	6.1%	90	7.4%
	TOTAL	167	7.1%	188	7.9%	178	7.9%	144	6.7%
INTON	CLINTON SENIOR HIGH	38	7.2%	27	5.5%	20	4.4%	15	3.3%
OHASSET	COHASSET JR SR HIGH	11	2.6%	3	0.8%	1	0.3%	1	0.3%
NVERS	DANVERS HIGH	24	2.4%	24	2.6%	17	1.9%	6	0.7%
	DANVERS ALTERNATIVE HIGH	0	0.0%	0	0.0%	8	40.0%	4	16.7%
	TOTAL	24	2.4%	24	2.6%	25	2.8%	10	1.2%
RTMOUTH	DARTMOUTH HIGH	46	4.0%	42	3.8%	25	2.2%	35	3.1%
DHAM	DEDHAM HIGH	27	2.6%	24	2.7%	27	3.3%	7	0.9%
UGLAS	DOUGLAS MEMORIAL HIGH	13	6.6%	7	3.4%	7	3.9%	7	3.8%
ACUT	DRACUT SENIOR HIGH	28	2.7%	30	3.0%	25	2.7%	24	2.8%
XBURY	DUXBURY HIGH	18	1.7%	2	0.2%	6	0.7%	6	0.7%
BRIDGEWATER	EAST BRIDGEWATER HIGH	15	2.2%	25	3.9%	15	2.5%	13	2.3%
STHAMPTON	EASTHAMPTON HIGH	41	6.5%	53	9.6%	27	5.4%	17	3.7%
ONGMEADOW	EAST LONGMEADOW HIGH	25	3.2%	14	2.0%	17	2.6%	5	0.9%
STON	EASTON JUNIOR HIGH	1	0.4%	0	0.0%	1	0.4%	0	0.0%
	OLIVER AMES HIGH	11	1.4%	15	1.9%	13	1.8%	5	0.7%
	TOTAL	12	1.1%	15	1.9%	14	1.5%	5	0.5%
ERETT	EVERETT HIGH	111	7.8%	44	3.4%	50	4.2%	45	3.9%
IRHAVEN	FAIRHAVEN HIGH	28	4.2%	33	5.3%	23	3.6%	37	5.7%
LL RIVER	B M C DURFEE HIGH	328	10.9%	329	11.1%	265	9.2%	329	11.1%
LMOUTH	FALMOUTH HIGH	49	3.4%	68	4.7%	97	7.3%	60	4.7%
TCHBURG	FITCHBURG HIGH	146	14.7%	91	9.2%	84	8.5%	81	8.3%
XBOROUGH	FOXBOROUGH HIGH	28	3.1%	32	3.7%	32	4.0%	12	1.7%
AMINGHAM	FRAMINGHAM NORTH HIGH	33	2.6%	31	2.6%	20	1.7%	19	1.8%
	FRAMINGHAM SOUTH HIGH	60	5.8%	54	5.4%	33	3.4%	56	5.9%
	TOTAL	93	4.0%	85	3.8%	53	2.5%	75	3.7%
ANKLIN	FRANKLIN HIGH	18	2.0%	43	4.7%	21	2.4%	15	1.8%
RDNER	GARDNER HIGH	41	5.9%	35	5.1%	36	5.4%	30	4.8%

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

DISTRICT	SCHOOL NAME	1987		1988		1989		1990	
		#	%	#	%	#	%	#	
GEORGETOWN	GEORGETOWN JR-SR HIGH	0	0.0%	2	0.7%	1	0.3%	2	0.7
GLOUCESTER	GLOUCESTER HIGH	106	8.7%	103	9.2%	66	6.4%	60	6.3
GRAFTON	GRAFTON MEMORIAL SENIOR	22	4.3%	22	4.6%	12	2.6%	11	2.5
GRANBY	GRANBY JR SR HIGH SCH	7	2.5%	9	3.4%	4	1.6%	5	2.1
GREENFIELD	GREENFIELD SENIOR HIGH	53	7.2%	60	8.2%	30	4.7%	33	5.3
HADLEY	HOPKINS ACADEMY	0	0.0%	2	1.6%	0	0.0%	2	1.5
HANOVER	HANOVER HIGH	15	2.0%	5	0.7%	8	1.2%	9	1.6
HARVARD	BROMFIELD	1	0.3%	3	1.1%	1	0.4%	1	0.4
HARWICH	HARWICH JR/SR HIGH	6	1.4%	9	2.2%	8	2.3%	6	1.9
HATFIELD	SMITH ACADEMY	0	0.0%	0	0.0%	0	0.0%	0	0.0
HAVERHILL	HAVERHILL HIGH	84	5.2%	115	7.5%	75	5.1%	70	4.9
HINGHAM	HINGHAM HIGH	13	1.4%	13	1.5%	3	0.3%	5	0.5
HOLBROOK	HOLBROOK JR SR HIGH	19	5.0%	17	4.5%	8	2.3%	8	2.3
HOLLISTON	HOLLISTON HIGH	12	1.4%	7	0.9%	7	1.0%	2	0.3
HOLYOKE	HOLYOKE HIGH	120	8.7%	167	13.0%	129	10.4%	144	10.9
	WM J DEAN VOC TECH HIGH	40	16.5%	12	4.7%	8	3.4%	36	8.3
	TOTAL	160	9.9%	179	11.6%	137	9.3%	180	10.2
HOPEDALE	HOPEDALE JR SR HIGH	2	0.9%	3	1.4%	2	0.9%	2	1.0
HOPKINTON	HOPKINTON JR SR HIGH SCH	10	2.7%	4	1.1%	2	0.6%	2	0.7
HUDSON	HUDSON HIGH	17	2.9%	19	3.2%	9	1.6%	22	3.9
HULL	HULL HIGH	40	7.1%	27	5.2%	27	6.2%	10	2.7
IPSWICH	IPSWICH HIGH	14	2.8%	17	3.7%	14	3.3%	8	2.1
LAWRENCE	ROBERT FROST							0	0.0
	LAWRENCE HIGH	273	14.6%	299	14.9%	272	13.7%	306	15.6
	TOTAL	273	14.6%	299	14.9%	272	13.7%	306	15.2
LEE	LEE HIGH	2	0.5%	8	2.0%	6	1.7%	5	1.5
LEICESTER	LEICESTER HIGH	16	3.7%	10	2.4%	15	3.6%	15	3.6
LENOX	LENOX HIGH	3	1.4%	9	4.3%	0	0.0%	2	0.9
LEOMINSTER	LEOMINSTER SENIOR HIGH	64	5.0%	63	5.4%	38	3.5%	48	4.6
	LEOMINSTER HIGH TRADE	10	3.4%	39	12.0%	17	5.3%	16	5.3
	TOTAL	74	4.7%	102	6.8%	55	3.9%	64	4.7
LEXINGTON	LEXINGTON HIGH	16	0.9%	10	0.6%	14	1.0%	7	0.5
LITTLETON	LITTLETON HIGH	10	3.0%	5	1.6%	9	3.0%	5	1.9
LONGMEADOW	LONGMEADOW HIGH	13	1.3%	5	0.5%	11	1.2%	6	0.7
LOWELL	LOWELL HIGH	371	13.7%	385	14.2%	304	11.3%	225	9.0
LUDLOW	LUDLOW SENIOR HIGH	29	3.0%	22	2.5%	15	1.8%	22	2.6
LUNENBURG	LUNENBURG HIGH	12	2.3%	9	1.9%	5	1.2%	5	1.1
LYNN	BREED JR HIGH							0	0.0
	CLASSICAL HIGH	127	17.1%	65	9.5%	121	18.7%	69	11.4
	LYNN ENGLISH HIGH	110	7.6%	145	10.6%	131	10.2%	224	17.1

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

DISTRICT	SCHOOL NAME	1987		1988		1989		1990	
		#	%	#	%	#	%	#	%
	JB BLOOD ALTERNATIVE HIGH	0	0.0%	0	0.0%	6	15.0%	8	22.9%
	LYNN VOC TECH INSTITUTE	32	3.5%	39	4.3%	57	6.3%	53	5.9%
	TOTAL	269	8.6%	249	8.4%	315	10.9%	354	12.3%
LYNNFIELD	LYNNFIELD HIGH	7	1.0%	8	1.3%	5	0.9%	4	0.9%
MALDEN	MALDEN HIGH	117	6.7%	135	8.4%	73	4.8%	79	5.5%
MANCHESTER	MANCHESTER JR-SR HIGH	0	0.0%	3	1.4%	1	0.5%	1	0.5%
MANSFIELD	MANSFIELD HIGH	33	4.3%	24	3.5%	23	3.5%	6	1.0%
MARBLEHEAD	MARBLEHEAD HIGH	9	0.9%	6	0.7%	10	1.4%	4	0.6%
MARLBOROUGH	MARLBOROUGH HIGH	58	5.3%	60	6.1%	52	6.3%	38	4.7%
MARSHFIELD	MARSHFIELD HIGH	34	2.4%	23	1.8%	27	2.3%	22	2.0%
MAYNARD	MAYNARD HIGH	7	1.9%	13	3.7%	4	1.3%	9	3.3%
MEDFIELD	MEDFIELD SENIOR HIGH	6	1.0%	1	0.2%	2	0.4%	1	0.2%
MEDFORD	MEDFORD HIGH	94	6.0%	78	5.3%	42	3.2%	26	2.2%
	CURTIS-TUFTS	0	0.0%	9	33.3%	5	13.9%	6	17.1%
	MEDFORD VOC TECH HIGH	4	1.0%	15	4.2%	10	3.2%	10	3.6%
	TOTAL	98	4.9%	102	5.5%	57	3.4%	42	2.8%
MEDWAY	MEDWAY JR-SR HIGH	5	0.9%	7	1.2%	7	1.4%	3	0.6%
MELROSE	MELROSE HIGH	14	1.3%	23	2.3%	12	1.3%	8	0.7%
METHUEN	METHUEN HIGH	116	7.9%	90	6.2%	92	6.9%	68	5.3%
MIDDLEBOROUGH	MIDDLEBOROUGH HIGH	39	3.8%	39	3.9%	24	2.5%	19	2.2%
MILFORD	MILFORD HIGH	55	4.3%	39	3.1%	24	2.0%	23	2.1%
MILLBURY	MILLBURY MEMORIAL HIGH	14	2.9%	20	4.5%	20	4.6%	10	2.5%
MILLIS	MILLIS HIGH SCHOOL	5	1.6%	5	1.7%	7	2.5%	5	1.9%
MILTON	MILTON HIGH	17	1.9%	4	0.5%	10	1.3%	4	0.6%
MONSON	MONSON JUNIOR-SENIOR HIGH	4	1.4%	11	4.0%	7	2.6%	8	3.2%
NANTUCKET	NANTUCKET HIGH	7	3.1%	0	0.0%	1	0.5%	2	0.9%
NATICK	NATICK HIGH	25	1.8%	37	2.9%	26	2.2%	18	1.7%
NEEDHAM	NEEDHAM HIGH	14	1.1%	7	0.6%	24	2.2%	4	0.4%
NEW BEDFORD	NEW BEDFORD HIGH	296	9.2%	306	9.7%	306	9.7%	270	8.5%
NEWBURYPORT	NEWBURYPORT HIGH	22	2.6%	35	4.4%	20	2.8%	20	3.1%
NEWTON	NEWTON NORTH HIGH	73	3.4%	48	2.5%	50	2.9%	23	1.4%
	NEWTON SOUTH HIGH	53	4.4%	42	3.6%	6	0.5%	17	1.5%
	TOTAL	126	3.7%	90	2.9%	56	2.0%	40	1.5%
NORTH ADAMS	DRURY HIGH	66	9.5%	58	8.5%	42	6.3%	49	7.4%
NORTHAMPTON	NORTHAMPTON HIGH	52	4.9%	50	5.0%	40	4.3%	35	4.0%
N ANDOVER	NORTH ANDOVER HIGH	15	1.4%	22	2.1%	11	1.1%	20	2.2%
N ATTLEBORO	NORTH ATTLEBORO HIGH	35	3.5%	26	2.8%	42	4.8%	20	2.3%
NORTHBRIDGE	NORTHBRIDGE JR-SR HIGH	36	6.4%	31	5.6%	27	5.1%	29	5.5%
N BROOKFIELD	NORTH BROOKFIELD HIGH	12	5.0%	12	5.6%	9	4.4%	5	2.5%
N READING	NORTH READING JR HIGH	0	0.0%	0	0.0%	0	0.0%	0	0.0%

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

DISTRICT	SCHOOL NAME	1987		1988		1989		1990	
		#	%	#	%	#	%	#	
	NORTH READING HIGH	12	2.5%	15	3.0%	7	1.6%	9	2.1
	TOTAL	12	2.5%	15	3.0%	7	1.6%	9	1.6
NORTON	NORTON HIGH	38	5.9%	31	5.1%	26	4.4%	22	3.7
NORWELL	NORWELL HIGH	11	1.6%	8	1.2%	4	0.7%	5	1.0
NORWOOD	NORWOOD HIGH	28	3.1%	25	3.0%	24	2.3%	15	1.6
OXFORD	OXFORD HIGH	20	3.5%	27	5.1%	13	2.5%	5	1.1
PALMER	PALMER HIGH	13	2.9%	11	2.7%	2	0.5%	5	1.3
PEABODY	VETERANS MEMORIAL HIGH	78	4.3%	65	3.8%	49	3.1%	60	4.1
	PEABODY ALTERNATIVE H S	0	0.0%	12	66.7%	5	29.4%	4	16.0
	PEABODY VOCATIONAL HIGH	20	10.3%	27	14.5%	19	10.7%	9	6.6
	TOTAL	98	4.8%	104	5.4%	73	4.2%	73	4.5
PITTSFIELD	PITTSFIELD HIGH	71	5.3%	89	6.4%	58	5.2%	54	4.4
	TACONIC HIGH	53	6.5%	33	3.3%	39	6.1%	21	3.8
	HIBBARD ALTERNATIVE	25	38.5%	0	0.0%	26	36.1%	27	35.5
	PITTSFIELD VOCATIONAL	28	6.2%	0	0.0%	24	6.3%	23	6.6
	TOTAL	177	6.6%	122	5.1%	147	6.6%	125	5.7
PROVINCETOWN	PROVINCETOWN HIGH	2	1.4%	4	2.8%	5	3.7%	5	4.2
QUINCY	QUINCY HIGH	91	7.3%	62	5.6%	60	5.7%	51	5.1
	NORTH QUINCY HIGH	46	3.5%	51	4.1%	16	1.4%	19	1.7
	QUINCY VOC TECH	34	7.9%	22	5.9%	7	2.2%	6	2.0
	TOTAL	171	5.7%	135	4.9%	83	3.3%	76	3.1
RANDOLPH	RANDOLPH HIGH	45	3.4%	54	4.4%	38	3.5%	27	2.6
READING	READING MEMORIAL HIGH	48	3.7%	22	1.9%	14	1.3%	13	1.3
REVERE	REVERE HIGH	55	4.2%	71	5.9%	56	4.9%	84	7.9
ROCKLAND	ROCKLAND SENIOR HIGH	26	3.2%	44	5.5%	18	2.6%	9	1.3
ROCKPORT	ROCKPORT SENIOR HIGH	12	4.0%	11	3.9%	6	2.5%	3	1.4
SALEM	SALEM HIGH	106	9.0%	97	8.5%	90	8.2%	72	6.7
SANDWICH	SANDWICH HIGH	8	1.1%	9	1.3%	7	1.0%	13	1.8
SAUGUS	SAUGUS HIGH	29	2.5%	11	1.1%	6	0.7%	18	2.1
SCITUATE	SCITUATE HIGH SCHOOL	9	1.0%	13	1.5%	22	2.9%	11	1.5
SEEKONK	SEEKONK HIGH	11	1.4%	22	3.0%	11	1.7%	14	2.3
SHARON	SHARON HIGH	8	0.9%	8	1.0%	7	0.9%	7	1.0
SHREWSBURY	SHREWSBURY SR HIGH	44	4.2%	42	4.2%	24	2.6%	20	2.3
SOMERSET	SOMERSET HIGH	24	2.0%	24	2.1%	29	2.8%	30	3.1
SOMERVILLE	NEXT WAVE JUNIOR HIGH	0	0.0%	3	0.0%	1	8.3%	3	42.9
	SOMERVILLE HIGH	198	8.8%	189	9.1%	90	4.7%	79	4.1
	FULL CIRCLE HIGH	0	0.0%	22	36.1%	27	45.0%	27	45.0
	TOTAL	198	8.8%	214	10.0%	118	6.0%	109	5.5
SOUTHBRIDGE	SOUTHBRIDGE HIGH	57	8.5%	55	8.6%	59	10.0%	48	8.7
S HADLEY	SOUTH HADLEY HIGH	18	2.6%	19	3.0%	13	2.2%	9	1.6

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

ISTRICT	SCHOOL NAME	1987		1988		1989		1990	
		#	%	#	%	#	%	#	%
PRINGFIELD	CHESTNUT STREET JR HIGH	16	6.4%	12	4.9%	13	6.2%	9	4.5%
	JOHN J DUGGAN JR HIGH	7	3.2%	13	6.8%	10	5.7%	2	1.1%
	FOREST PARK JR HIGH	16	5.3%	15	6.6%	13	5.1%	10	4.1%
	JOHN F KENNEDY JR HIGH	9	5.6%	10	6.3%	4	2.5%	14	8.6%
	M MARCUS KILEY JR HIGH	5	1.9%	6	2.4%	6	2.1%	4	1.3%
	VAN SICKLE JR HIGH	14	5.2%	14	5.7%	19	6.5%	2	0.9%
	BRIDGE ACADEMY JR & SR	48	75.0%	50	60.2%	45	63.4%	26	41.3%
	SPRINGFIELD CENTRAL HIGH	65	3.5%	105	5.8%	47	2.7%	150	8.5%
	HIGH SCHOOL OF COMMERCE	255	18.3%	193	13.9%	267	20.1%	172	14.1%
	MA CAREER DEVELOP CENTER	9	0.0%	19	0.0%	0	0.0%	0	0.0%
	PUTNAM VOC TECH HIGH SCH	218	17.5%	361	29.7%	265	22.3%	196	16.4%
	TOTAL	662	10.9%	798	13.7%	689	12.0%	585	10.4%
TONEHAM	STONEHAM HIGH	22	2.5%	26	3.1%	18	2.3%	10	1.3%
TOUGHTON	STOUGHTON HIGH	48	3.6%	56	4.3%	56	4.4%	30	2.5%
UTTON	SUTTON HIGH SCHOOL	12	4.7%	10	4.2%	7	2.9%	10	4.0%
WAMPSCOTT	SWAMPSCOTT HIGH	12	1.4%	13	1.7%	6	0.9%	9	1.4%
WANSEA	SWANSEA JOS. CASE HIGH	49	5.3%	35	4.0%	0	0.0%	47	6.3%
AUNTON	TAUNTON HIGH	143	9.1%	177	12.1%	186	13.1%	118	8.2%
EWKSBURY	TEWKSBURY MEMORIAL HIGH	45	3.8%	29	2.7%	26	2.6%	30	3.1%
YNGSBOROUGH	TYNGSBOROUGH JR SR HIGH	5	1.5%	5	1.6%	10	3.4%	6	2.1%
XBRIDGE	UXBRIDGE HIGH	24	5.8%	29	7.4%	20	5.4%	13	3.7%
WAKEFIELD	WAKEFIELD MEMORIAL HIGH	1	0.1%	12	1.1%	9	0.9%	14	1.5%
WALPOLE	WALPOLE HIGH	7	0.7%	11	1.3%	5	0.6%	4	0.6%
WALTHAM	WALTHAM SR HIGH	70	3.9%	69	4.0%	70	4.3%	47	3.1%
	WALTHAM VOCATIONAL HIGH	32	13.5%	34	19.3%	18	10.8%	17	10.6%
	TOTAL	102	5.0%	103	5.4%	88	4.9%	64	3.8%
WARE	WARE HIGH	24	5.3%	27	6.3%	16	4.3%	9	2.7%
WAREHAM	WAREHAM SENIOR HIGH	71	10.2%	29	4.2%	33	5.0%	17	2.7%
WATERTOWN	WATERTOWN HIGH	35	3.8%	39	4.5%	13	1.6%	19	2.5%
WAYLAND	WAYLAND HIGH	4	0.5%	5	0.7%	8	1.2%	0	0.0%
WEBSTER	BARTLETT JR SR HIGH SCH	7	1.1%	14	2.3%	15	2.7%	23	4.3%
WELLESLEY	WELLESLEY SR HIGH	7	0.7%	9	0.9%	1	0.1%	2	0.2%
WESTBOROUGH	WESTBOROUGH HIGH	5	0.8%	4	0.6%	4	0.7%	8	1.4%
W BOYLSTON	WEST BOYLSTON JR-SR HIGH	0	0.0%	1	0.4%	2	0.8%	3	1.4%
W BRIDGEWATER	W BRIDGEWATER JR-SR	8	2.3%	9	2.7%	7	2.2%	6	2.0%
WESTFIELD	WESTFIELD HIGH	56	3.5%	48	3.1%	49	3.3%	46	3.3%
	WESTFIELD ALT	5	17.2%	4	12.9%	11	39.3%	9	31.0%
	WESTFIELD VOC HIGH	24	9.2%	31	11.4%	15	5.9%	26	10.0%
	TOTAL	85	4.5%	83	4.5%	75	4.2%	81	4.8%
WESTFORD	WESTFORD ACADEMY	19	2.1%	21	2.4%	5	0.6%	9	1.1%

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

DISTRICT	SCHOOL NAME	1987		1988		1989		1990	
		#	%	#	%	#	%	#	
WESTON	WESTON HIGH	3	0.5%	3	0.6%	4	0.8%	2	0.5
WESTPORT	WESTPORT HIGH	30	5.1%	25	4.7%	21	4.4%	13	2.9
W SPRINGFIELD	WEST SPRINGFIELD HIGH	69	5.9%	65	5.9%	37	3.5%	47	4.6
WESTWOOD	WESTWOOD HIGH	7	0.9%	6	0.9%	6	1.0%	2	0.4
WEYMOUTH	WEYMOUTH NORTH HIGH	33	2.8%	23	2.2%	38	3.9%	24	2.6
	WEYMOUTH SOUTH HIGH	32	2.8%	31	2.9%	20	2.1%	22	2.5
	WEYMOUTH ALTERN SR HIGH	5	38.5%	0	0.0%	4	33.3%	0	
	WEYMOUTH VOC TECH HIGH	28	7.5%	25	7.4%	9	2.6%	7	2.1
	TOTAL	98	3.6%	79	3.2%	71	3.1%	53	2.5
WILMINGTON	WILMINGTON HIGH	18	2.0%	20	2.5%	9	1.3%	10	1.5
WINCHENDON	MURDOCK HIGH	14	4.4%	15	4.8%	22	7.3%	10	3.6
WINCHESTER	WINCHESTER HIGH SCHOOL	16	1.5%	23	2.3%	10	1.1%	3	0.4
WINTHROP	WINTHROP SR HIGH	13	1.8%	10	1.4%	6	0.9%	8	1.3
WOBURN	WOBURN HIGH	24	2.0%	28	2.5%	39	3.0%	35	2.8
WORCESTER	BURNCOAT SENIOR HIGH	56	5.5%	93	9.2%	142	14.8%	114	10.8
	DOHERTY MEMORIAL HIGH	150	11.6%	88	6.6%	106	7.9%	81	6.2
	NORTH HIGH	171	17.1%	147	15.4%	115	13.3%	141	16.0
	SOUTH HIGH COMMUNITY	178	12.8%	211	15.8%	221	15.9%	100	8.7
	TOTAL	555	11.8%	539	11.6%	584	12.8%	436	9.9
SMITH	SMITH VOC & AGR HIGH	20	3.4%	20	3.6%	20	3.7%	14	2.8
WORCESTER TRADE	WORCESTER VOC TECH HIGH	23	3.0%	25	3.6%	19	2.9%	15	2.4
	DAVID HALE FANNING TRADE	13	2.7%	25	5.4%	31	7.0%	18	4.2
	TOTAL	36	2.9%	50	4.3%	50	4.6%	33	3.1
ACTON-BOXBOROUGH	ACTON-BOXBOROUGH REG HIGH	10	0.7%	14	1.1%	11	0.9%	8	0.7
ADAMS-CHESHIRE	HOOSAC VALLEY HIGH	31	5.3%	10	1.9%	17	3.4%	14	2.9
AMHERST-PELHAM	AMHERST-PELHAM JR HIGH	0	0.0%	0	0.0%	0	0.0%	0	0.0
	AMHERST REGIONAL HIGH	21	2.1%	35	3.9%	24	2.9%	21	2.8
	TOTAL	21	2.1%	35	3.9%	24	2.9%	21	2.1
ASHBURNHAM-WMINSTER	OAKMONT REGIONAL H S	29	4.7%	12	1.9%	19	3.1%	16	2.7
ATHOL-ROYALSTON	ATHOL HIGH	38	6.4%	41	7.3%	25	4.6%	35	6.5
BERKSHIRE HILLS	MONUMENT MT REG HIGH	18	3.1%	25	4.3%	12	2.2%	22	4.1
BERLIN-BOYLESTON	TAHANTO REG HIGH	3	1.4%	1	0.5%	3	1.5%	4	2.2
BLACKSTONE-MILLVILLE	BLACKSTONE MILLVILLE REG	14	3.1%	23	5.0%	23	5.6%	19	4.8
BRIDGEWATER-RAYNHAM	BRIDGEWATER-RAYNHAM REG	52	4.0%	53	4.1%	57	4.4%	33	2.6
CENTRAL BERKSHIRE	WAHCONAH REGIONAL HIGH	10	1.4%	24	3.4%	19	2.8%	22	3.3
CONCORD-CARLISLE	CONCORD CARLISLE HIGH	16	1.4%	18	1.8%	15	1.6%	6	0.7
DENNIS-YARMOUTH	DENNIS-YARMOUTH REG HIGH	84	6.6%	72	6.0%	70	6.3%	65	6.2
DIGHTON-REHOBOTH	DIGHTON-REHOBOTH RHS	31	3.4%	30	3.6%	27	3.4%	31	4.1
DOVER-SHERBORN	DOVER-SHERBORN REG HIGH	6	1.2%	3	0.7%	1	0.2%	1	0.3
DUDLEY-CHARLETON	SHEPHERD HILL REG HIGH	31	4.0%	23	3.1%	37	5.2%	32	4.6

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

ISTRICT	SCHOOL NAME	1987		1988		1989		1990	
		#	%	#	%	#	%	#	%
IAUSET	NAUSET REGIONAL HIGH	31	4.2%	22	3.0%	10	1.5%	12	1.8%
REETOWN-LAKEVILLE	APPONEQUET REG HIGH	34	3.7%	44	4.9%	37	4.4%	24	3.1%
RONTIER	FRONTIER REG	7	2.0%	5	1.6%	4	1.2%	6	1.8%
ATEWAY	GATEWAY REG HIGH	17	4.0%	27	6.4%	15	4.0%	19	5.2%
ROTON-DUNSTABLE	GROTON DUNSTABLE REGIONAL	5	1.1%	2	0.5%	3	0.8%	6	1.6%
ILL-MONTAGUE	TURNERS FALL HIGH	21	4.9%	31	7.1%	25	6.2%	17	4.2%
IAMILTON-WENHAM	HAMILTON-WENHAM REG HIGH	3	0.4%	3	0.4%	10	1.6%	8	1.3%
IAMPDEN-WILBRAHAM	MINNECHAUG REG HIGH	30	2.8%	30	3.0%	13	1.4%	8	0.9%
IAMPSHIRE	HAMPSHIRE REG HIGH	13	2.6%	6	1.3%	9	2.0%	6	1.4%
ING PHILIP	KING PHILIP REG HIGH	11	1.4%	17	2.3%	11	1.6%	16	2.4%
	KING PHILIP REG VOC HIGH	18	6.2%	16	6.4%	10	4.0%	8	3.1%
	TOTAL	29	2.7%	33	3.3%	21	2.2%	24	2.6%
INCOLN-SUDBURY	LINCOLN-SUDBURY REG HIGH	10	0.8%	0	0.0%	5	0.5%	8	0.8%
IARTHAS VINEYARD	MARTHAS VINEYARD REG HIGH	11	2.3%	19	4.0%	7	1.5%	16	3.4%
IASCONOMET	MASCONOMET REG JR-SR HIGH	15	1.6%	19	2.2%	16	2.0%	9	1.2%
IENDON-UPTON	NIPMUC REGIONAL HIGH	10	2.9%	3	0.9%	2	0.7%	0	0.0%
IT GREYLOCK	MT GREYLOCK REG HIGH	9	1.6%	9	1.6%	13	2.6%	14	3.0%
IOHAWK TRAIL	MOHAWK TRAIL REG HIGH	8	1.6%	30	5.7%	22	4.6%	13	2.8%
IARRAGANSETT	NARRAGANSETT REG HIGH	20	4.7%	14	3.3%	10	2.5%	14	3.7%
IASHOBA	NASHOBA REGIONAL	13	1.6%	13	1.7%	10	1.5%	16	2.6%
ORTHBORO-SOUTHBORO	ALGONQUIN REG HIGH	31	3.3%	36	3.9%	17	1.9%	19	2.2%
ORTH MIDDLESEX	NORTH MIDDLESEX REG	58	5.5%	35	3.4%	43	4.0%	16	1.5%
LD ROCHESTER	OLD ROCHESTER REG HIGH	16	2.5%	11	1.8%	12	2.1%	6	1.1%
ENTUCKET	PENTUCKET JR HIGH	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	PENTUCKET REG SR HIGH	10	2.1%	11	2.5%	9	2.1%	7	1.6%
	TOTAL	10	2.1%	11	2.5%	9	2.0%	7	0.0%
IONEER VALLEY	PIONEER VALLEY REG	0	0.0%	10	4.4%	3	1.5%	4	1.8%
LYMOUTH-CARVER	PLYMOUTH-NORTH HIGH	61	4.5%	74	5.4%	39	4.6%	43	5.3%
	CARVER HIGH SCHOOL	0	0.0%	0	0.0%	3	0.7%	20	4.8%
	PLYMOUTH-SOUTH HIGH	0	0.0%	0	0.0%	41	3.4%	66	8.4%
	PLYMOUTH SOUTH TECHNICAL	0	0.0%	0	0.0%	0	0.0%	33	8.2%
	TOTAL	61	4.5%	74	5.4%	83	3.3%	162	6.7%
UABBIN REGIONAL	QUABBIN REGIONAL JR SR	27	4.9%	23	4.3%	13	2.7%	16	3.1%
ALPH C MAHAR	RALPH C MAHAR REG	35	6.3%	32	6.3%	31	6.6%	34	7.3%
ILVER LAKE	SILVER LAKE REG	88	4.7%	73	4.0%	56	3.2%	23	1.4%
BERSHIRE	MT EVERETT REGIONAL	12	4.3%	8	2.9%	10	3.7%	10	4.2%
OUTHWICK-TOLLAND	SOUTHWICK HIGH	0	0.0%	39	8.7%	15	3.5%	14	3.6%
PENCER E BROOKFIELD	DAVID PROUTY HIGH	37	5.7%	32	5.3%	22	4.0%	17	3.2%
ANTASQUA	TANTASQUA REG JR HIGH	7	3.9%	11	5.3%	11	5.8%	6	3.6%
	TANTASQUA REG SR HIGH	38	7.0%	33	6.0%	35	6.5%	18	3.4%

ANNUAL DROPOUT RATES BY SCHOOL AND DISTRICT

DISTRICT	SCHOOL NAME	1987		1988		1989		1990	
		#	%	#	%	#	%	#	
	TANTASQUA REG VOC	4	3.1%	16	12.3%	12	8.6%	5	3.7
	TOTAL	49	5.8%	60	6.8%	58	6.7%	29	3.5
TRITON	TRITON REG HIGH	28	3.4%	29	3.7%	24	3.3%	24	3.6
WACHUSETT	WACHUSETT REGIONAL HIGH	42	2.5%	52	3.2%	43	2.7%	28	1.8
QUABOAG	QUABOAG REGIONAL HIGH	17	4.7%	16	4.8%	12	3.6%	19	5.8
WHITMAN-HANSON	WHITMAN HANSON REGIONAL	64	5.1%	66	5.7%	34	3.1%	25	2.4
ASSABET VALLEY	ASSABET VALLEY VOC HS	46	3.9%	3	0.3%	0	0.0%	29	3.1
BLACKSTONE	BLACKSTONE VALLEY	39	4.3%	32	3.7%	30	3.7%	41	5.5
BLUE HILLS	BLUE HILLS REG VOC TECH	2	0.2%	0	0.0%	49	6.0%	39	4.9
BRISTOL-PLYMOUTH	BRISTOL-PLYMOUTH VOC-TECH	6	0.8%	5	0.7%	5	0.7%	4	0.6
CAPE COD	CAPE COD REGION VOC TECH	105	13.5%	66	10.1%	60	10.7%	57	11.3
FRANKLIN COUNTY	FRANKLIN COUNTY TECH	65	10.6%	65	11.6%	39	7.5%	30	6.5
GREATER FALL RIVER	DIMAN REG VOC TECH HIGH	26	2.5%	25	2.4%	12	1.1%	22	2.0
GR LAWRENCE	GR LAWRENCE REG VOC TECH	114	7.3%	112	7.8%	85	6.0%	76	5.0
GR NEW BEDFORD	GR NEW BEDFORD VOC TECH	75	3.9%	111	6.0%	79	4.4%	36	2.1
GR LOWELL	GR LOWELL REG VOC TECH	114	5.2%	88	4.0%	163	7.2%	154	7.1
S MIDDLESEX	JOSEPH P KEEFE TECH HS	49	5.4%	71	7.8%	77	9.5%	51	6.9
MINUTE MAN	MINUTE MAN VOC TECH HIGH	0	0.0%	0	0.0%	0	0.0%	0	0.0
MONTACHUSETT	MONTACHUSETT VOC-TECH	62	6.1%	93	9.2%	99	9.5%	73	7.1
N BERKSHIRE	CHARLES MCCANN VOC TECH	8	1.9%	5	1.3%	6	1.5%	3	0.8
NASHOBA VALLEY	NASHOBA VALLEY TECH H S	24	3.5%	26	4.3%	19	3.6%	20	4.1
NORTHEAST METRO	NORTHEAST METRO REG VOC	15	1.1%	0	0.0%	15	1.2%	2	0.2
NORTH SHORE	NORTH SHORE REG VOC	45	10.8%	54	14.4%	32	9.4%	57	15.4
OLD COLONY	OLD COLONY REG VOC TECH	17	3.2%	18	3.3%	18	3.4%	4	0.8
PATHFINDER	PATHFINDER VOC-TECH	21	4.7%	20	4.5%	29	5.9%	14	2.8
SHAWSHEEN VALLEY	SHAWSHEEN VALLEY VOCTECH	19	1.3%	111	8.2%	39	3.1%	33	2.9
SOUTHEASTERN	SOUTHEASTERN REG VOC TECH	25	2.0%	35	2.7%	29	2.3%	22	1.8
SOUTH SHORE	SO SHORE VOC TECH HIGH	12	2.3%	7	1.5%	25	5.0%	7	1.5
S WORCESTER	BAY PATH REG VOC TECH H S	26	2.8%	37	4.0%	63	7.2%	31	3.5
TRI COUNTY	TRI COUNTY REG VOC TECH	21	2.6%	31	4.2%	22	3.1%	15	2.2
UPPER CAPE COD	UPPER CAPE COD VOC TECH	24	4.6%	36	7.3%	14	3.1%	29	6.5
WHITTIER	WHITTIER REG VOC	105	8.7%	94	8.1%	72	6.4%	59	5.7
BRISTOL COUNTY	BRISTOL COUNTY AGRI HIGH	13	5.4%	15	6.3%	12	4.6%	7	2.9
ESSEX	ESSEX AGR&TECH INST	8	2.6%	11	3.4%	5	1.7%	5	1.8
NORFOLK COUNTY	NORFOLK COUNTY AGR	7	2.7%	4	1.4%	3	1.1%	0	0.0

Section V: Projected 4-Year Dropout Rates by District

PROJECTED 4-YEAR DROPOUT RATES BY DISTRICT

DISTRICT	Class of 1990	Class of 1991	Class of 1992	Class of 1993
ABINGTON	10%	9%	11%	9%
AGAWAM	15%	21%	15%	13%
AMESBURY	20%	13%	20%	21%
ANDOVER	4%	5%	3%	3%
ARLINGTON	9%	10%	3%	5%
ASHLAND	6%	5%	2%	1%
ATTLEBORO	29%	32%	29%	30%
AUBURN	5%	10%	6%	4%
AVON	6%	8%	3%	12%
AYER	21%	17%	9%	14%
BARNSTABLE	16%	18%	23%	19%
BEDFORD	4%	5%	4%	2%
BELCHERTOWN	21%	19%	14%	8%
BELLINGHAM	9%	14%	10%	6%
BELMONT	7%	3%	0%	1%
BEVERLY	8%	10%	17%	14%
BILLERICA	22%	17%	11%	9%
BOSTON	46%	43%	37%	36%
BOURNE	20%	12%	7%	9%
BRAINTREE	11%	13%	11%	11%
BROCKTON	28%	33%	31%	32%
BROOKLINE	-	-	6%	4%
BURLINGTON	7%	4%	2%	4%
CAMBRIDGE	22%	22%	20%	18%
CANTON	5%	5%	7%	6%
CHATHAM	10%	4%	0%	7%
CHELMSFORD	7%	8%	8%	4%
CHELSEA	52%	51%	52%	59%
CHICOPEE	25%	28%	27%	24%
CLINTON	26%	20%	16%	13%
COHASSET	9%	3%	1%	1%
DANVERS	9%	10%	10%	5%
DARTMOUTH	15%	14%	9%	12%
DEDHAM	10%	10%	13%	3%
DOUGLAS	22%	14%	13%	15%
DRACUT	10%	11%	10%	11%

PROJECTED 4-YEAR DROPOUT RATES BY DISTRICT

DISTRICT	Class of 1990	Class of 1991	Class of 1992	Class of 1993
DUXBURY	6%	1%	2%	3%
E BRIDGEWATER	8%	15%	9%	9%
EASTHAMPTON	23%	33%	20%	14%
E LONGMEADOW	12%	10%	16%	4%
EASTON	4%	5%	6%	2%
EVERETT	27%	13%	15%	14%
FAIRHAVEN	15%	19%	14%	21%
FALL RIVER	36%	37%	31%	38%
FALMOUTH	12%	17%	26%	18%
FITCHBURG	44%	31%	29%	28%
FOXBOROUGH	12%	13%	14%	6%
FRAMINGHAM	15%	14%	9%	14%
FRANKLIN	7%	18%	9%	7%
GARDNER	21%	19%	20%	18%
GEORGETOWN	-	3%	1%	3%
GLOUCESTER	30%	30%	22%	23%
GRAFTON	16%	17%	10%	10%
GRANBY	11%	12%	6%	8%
GREENFIELD	26%	19%	18%	20%
HADLEY	-	7%	0%	5%
HANOVER	8%	2%	5%	5%
HARVARD	1%	3%	1%	2%
HARWICH	5%	8%	7%	7%
HATFIELD	-	0%	0%	0%
HAVERHILL	19%	27%	18%	18%
HINGHAM	4%	4%	1%	2%
HOLBROOK	19%	18%	9%	9%
HOLLISTON	6%	3%	4%	1%
HOLYOKE	30%	35%	29%	36%
HOPEDALE	4%	6%	3%	4%
HOPKINTON	10%	4%	2%	3%
HUDSON	11%	12%	6%	15%
HULL	25%	19%	23%	10%
IPSWICH	4%	7%	5%	8%
LAWRENCE	45%	46%	44%	47%
LEE	2%	8%	6%	6%

PROJECTED 4-YEAR DROPOUT RATES BY DISTRICT

DISTRICT	Class of 1990	Class of 1991	Class of 1992	Class of 1993
LEICESTER	14%	9%	14%	13%
LENOX	5%	16%	0%	4%
LEOMINSTER	17%	25%	15%	18%
LEXINGTON	3%	2%	4%	2%
LITTLETON	11%	6%	10%	7%
LONGMEADOW	5%	2%	4%	3%
LOWELL	43%	50%	37%	31%
LUDLOW	11%	8%	7%	10%
LUNENBURG	9%	7%	4%	5%
LYNN	30%	29%	37%	41%
LYNNFIELD	3%	5%	3%	4%
MALDEN	24%	31%	18%	21%
MANCHESTER	-	5%	2%	3%
MANSFIELD	15%	13%	14%	4%
MARBLEHEAD	3%	3%	6%	2%
MARLBOROUGH	19%	22%	0%	17%
MARSHFIELD	9%	6%	9%	8%
MAYNARD	7%	13%	5%	14%
MEDFIELD	4%	0%	1%	1%
MEDFORD	17%	20%	13%	11%
MEDWAY	3%	4%	5%	2%
MELROSE	4%	6%	4%	3%
METHUEN	28%	23%	24%	20%
MIDDLEBOROUGH	14%	14%	10%	9%
MILFORD	16%	12%	8%	8%
MILLBURY	11%	17%	17%	9%
MILLIS	6%	7%	10%	7%
MILTON	7%	2%	5%	2%
MONSON	5%	16%	10%	13%
NANTUCKET	12%	-	1%	3%
NATICK	7%	11%	9%	6%
NEEDHAM	4%	2%	8%	2%
NEW BEDFORD	31%	32%	32%	29%
NEWBURYPORT	10%	16%	11%	12%
NEWTON	14%	11%	7%	6%
NORTH ADAMS	32%	30%	23%	26%

PROJECTED 4-YEAR DROPOUT RATES BY DISTRICT

DISTRICT	Class of 1990	Class of 1991	Class of 1992	Class of 1993
NORTHAMPTON	18%	18%	16%	15%
N ANDOVER	6%	8%	4%	8%
N ATTLEBORO	13%	11%	18%	9%
NORTHBRIDGE	23%	21%	19%	20%
N BROOKFIELD	19%	20%	17%	10%
N READING	7%	8%	4%	6%
NORTON	21%	18%	16%	14%
NORWELL	-	5%	2%	4%
NORWOOD	10%	11%	9%	6%
OXFORD	13%	19%	9%	4%
PALMER	11%	10%	2%	5%
PEABODY	18%	20%	15%	17%
PITTSFIELD	24%	19%	24%	21%
PROVINCETOWN	5%	11%	17%	16%
QUINCY	21%	18%	12%	12%
RANDOLPH	13%	17%	13%	10%
READING	14%	7%	4%	5%
REVERE	16%	22%	18%	28%
ROCKLAND	12%	20%	10%	5%
ROCKPORT	16%	15%	9%	6%
SALEM	30%	28%	29%	24%
SANDWICH	4%	5%	4%	7%
SAUGUS	9%	4%	3%	8%
SCITUATE	4%	6%	11%	6%
SEEKONK	5%	11%	6%	9%
SHARON	4%	4%	4%	4%
SHREWSBURY	15%	15%	10%	9%
SOMERSET	8%	8%	10%	12%
SOMERVILLE	31%	31%	17%	21%
SOUTHBRIDGE	28%	30%	34%	30%
S HADLEY	10%	11%	9%	13%
SPRINGFIELD	36%	43%	40%	36%
STONEHAM	9%	12%	9%	5%
STOUGHTON	13%	16%	16%	10%
SUTTON	18%	17%	12%	15%
SWAMPSCOTT	5%	6%	3%	6%

PROJECTED 4-YEAR DROPOUT RATES BY DISTRICT

DISTRICT	Class of 1990	Class of 1991	Class of 1992	Class of 1993
SWANSEA	19%	15%	18%	23%
TAUNTON	31%	39%	42%	29%
TEWKSBURY	14%	10%	9%	12%
TYNGSBOROUGH	6%	6%	13%	8%
UXBRIDGE	22%	28%	22%	15%
WAKEFIELD	0%	4%	3%	6%
WALPOLE	3%	5%	2%	2%
WALTHAM	18%	20%	18%	14%
WARE	20%	23%	15%	10%
WAREHAM	35%	16%	18%	10%
WATERTOWN	13%	17%	6%	10%
WAYLAND	2%	2%	5%	0%
WEBSTER	4%	8%	10%	16%
WELLESLEY	2%	3%	0%	1%
WESTBOROUGH	3%	2%	2%	6%
W BOYLESTON	-	2%	3%	6%
W BRIDGEWATER	9%	11%	8%	8%
WESTFIELD	17%	16%	16%	18%
WESTFORD	8%	9%	2%	4%
WESTON	2%	2%	3%	2%
WESTPORT	19%	18%	16%	11%
W SPRINGFIELD	22%	22%	13%	17%
WESTWOOD	3%	4%	4%	1%
WEYMOUTH	14%	12%	12%	10%
WILMINGTON	7%	9%	5%	6%
WINCHENDON	16%	18%	26%	13%
WINCHESTER	5%	8%	4%	1%
WINTHROP	7%	5%	3%	5%
WOBURN	6%	8%	11%	11%
WORCESTER	39%	39%	42%	34%
SMITH	13%	14%	14%	11%
WORCESTER TRADE	11%	16%	18%	12%
ACTON-BOXBOROUGH	2%	4%	3%	3%
ADAMS-CHESHIRE	19%	7%	13%	11%
AMHERST-PELHAM	6%	11%	8%	8%
ASHBURNHAM-WESTMINSTER	13%	8%	12%	10%

PROJECTED 4-YEAR DROPOUT RATES BY DISTRICT

DISTRICT	Class of 1990	Class of 1991	Class of 1992	Class of 1993
ATHOL-ROYALSTON	23%	26%	17%	24%
BERKSHIRE HILLS	12%	16%	8%	16%
BERLIN-BOYLESTON	5%	2%	4%	9%
BLACKSTONE-MILLVILLE	12%	18%	21%	18%
BRIDGEWATER-RAYNHAM	15%	16%	17%	10%
CENTRAL BERKSHIRE	5%	13%	11%	13%
CONCORD-CARLISLE	5%	6%	6%	3%
DENNIS-YARMOUTH	24%	22%	23%	23%
DIGHTON-REHOBOTH	13%	13%	13%	15%
DOVER-SHERBORN	4%	2%	1%	1%
DUDLEY-CHARLETON	15%	12%	20%	18%
NAUSET	15%	12%	6%	7%
FREETOWN-LAKEVILLE	14%	19%	17%	12%
FRONTIER	8%	7%	5%	7%
GATEWAY	15%	23%	14%	19%
GROTON-DUNSTABLE	4%	2%	3%	6%
GILL-MONTAGUE	19%	26%	22%	16%
HAMILTON-WENHAM	1%	1%	6%	5%
HAMPDEN-WILBRAHAM	10%	11%	6%	4%
HAMPSHIRE	10%	5%	7%	5%
KING PHILIP	10%	12%	8%	10%
LINCOLN-SUDBURY	3%	-	2%	3%
MARTHAS VINEYARD	9%	15%	6%	13%
MASCONOMET	6%	8%	7%	5%
MENDON-UPTON	11%	4%	3%	0%
MT GREYLOCK	6%	6%	10%	11%
MOHAWK TRAIL	6%	21%	17%	11%
NARRAGANSETT	17%	12%	9%	14%
NASHOBA	6%	6%	5%	10%
NORTHBORO-SOUTHBORO	12%	14%	7%	9%
NORTH MIDDLESEX	20%	13%	15%	6%
OLD ROCHESTER	10%	7%	8%	4%
PENTUCKET	7%	9%	6%	5%
PIONEER VALLEY	-	16%	6%	8%
PLYMOUTH-CARVER	16%	18%	13%	24%
QUABBIN	18%	16%	10%	12%

PROJECTED 4-YEAR DROPOUT RATES BY DISTRICT

DISTRICT	Class of 1990	Class of 1991	Class of 1992	Class of 1993
RALPH C MAHAR	24%	23%	24%	27%
SILVER LAKE	17%	15%	12%	6%
SOUTHERN BERKSHIRE	-	11%	14%	16%
SOUTHWICK-TOLLAND	15%	31%	14%	14%
SPENCER E BROOKFIELD	20%	19%	15%	12%
TANTASQUA	21%	24%	23%	13%
TRITON	13%	14%	12%	13%
WACHUSETT	9%	11%	10%	7%
QUABOAG REGIONAL	17%	18%	15%	21%
WHITMAN-HANSON	19%	11%	5%	9%
ASSABET VALLEY	15%	1%	-	12%
BLACKSTONE	16%	14%	14%	20%
BLUE HILLS	1%	-	22%	19%
BRISTOL-PLYMOUTH	3%	3%	3%	2%
CAPE COD	44%	35%	37%	39%
FRANKLIN COUNTY	37%	39%	27%	23%
GREATER FALL RIVER	24%	9%	5%	8%
GR LAWRENCE	27%	29%	23%	19%
GR NEW BEDFORD	15%	22%	17%	9%
GR LOWELL	19%	15%	25%	25%
SOUTH MIDDLESEX	20%	28%	32%	25%
MINUTE MAN	-	-	0%	0%
MONTACHUSETT	23%	32%	33%	27%
NORTHERN BERKSHIRE	8%	5%	5%	3%
NASHOBA VALLEY	13%	16%	13%	16%
NORTHEAST METRO	5%	-	5%	1%
NORTH SHORE	36%	46%	33%	48%
OLD COLONY	13%	12%	13%	3%
PATHFINDER	17%	16%	23%	11%
SHAWSHEEN VALLEY	5%	29%	12%	11%
SOUTHEASTERN	8%	11%	9%	7%
SOUTH SHORE	9%	5%	19%	6%
SOUTH WORCESTER	11%	15%	26%	13%
TRI COUNTY	9%	16%	12%	9%
UPPER CAPE COD	18%	26%	11%	24%
WHITTIER	31%	28%	23%	21%

PROJECTED 4-YEAR DROPOUT RATES BY DISTRICT

DISTRICT	Class of 1990	Class of 1991	Class of 1992	Class of 1993
BRISTOL COUNTY	21%	24%	16%	11%
ESSEX AGR	11%	14%	7%	8%
NORFOLK COUNTY AGR	10%	6%	5%	0%

Appendix A

Dropout Definition: 1991-1992 Reporting Period
(conforms with newly adopted federal definition)

A dropout for the school year being reported is an individual who:

1. was enrolled at the end of the previous school year, did not return to school after summer vacation and was not enrolled at any time during the school year or

2. was enrolled during the regular school term and was not enrolled on the last day of that same school term; and

3. has not graduated from high school or completed a state- or district-approved educational program; and

4. does not meet any of the following exclusionary conditions:

a. transferred to another public school, nonpublic school, other district-approved program, or other state-approved program, or

b. temporary absence due to suspension or verified illness, or

c. death.

For the purposes of applying the dropout definition, the following additional definitions also apply:

1. A school year is the 12-month period including the regular school term and the preceding summer vacation. The date for counting dropouts is assumed to be the first day after the end of the regular school term.

2. The previous school year is the school year prior to the school year being reported. For example, the 1990-91 school year is the previous year for the 1991-92 school year, the school year being reported.

3. Students in grades 6 through 12 are counted as dropouts for the grade and school year for which they fail to report.

4. A school completer has graduated from high school or has received official recognition of completion of a state- or district-approved program. A state- or district-approved program may include special education programs, but does not include programs granting a GED certificate.

5. Transfer as described in Section 4(a) may be demonstrated through a transcript request or other documentation giving evidence of continuing elementary or secondary education.

6. A student should be counted as a dropout only once each school year. A student should be counted as a dropout once each year for multiple school years, if a pattern of repeated enrollment and dropping out occurs.

7. A student who dropped out during the school year, reenrolled and was enrolled on the last day of the same school year is not counted as a dropout.

Appendix B

BERKSHIRE
ADAMS (NON OP)
ALFORD (NON OP)
BECKET (NON OP)
CHESHIRE (NON OP)
CLARKSBURG
DALTON (NON OP)
EGREMONT (NON OP)
FLORIDA
GREAT BARRINGTON (NON OP)
HANCOCK
HINSDALE (NON OP)
LANESBOROUGH
LEE
LENOX
MONTEREY (NON OP)
MOUNT WASHINGTON (NON OP)
NEW ASHFORD (NON OP)
NEW MARLBOROUGH (NON OP)
NORTH ADAMS
OTIS
PERU (NON-OP)
PITTSFIELD
RICHMOND
SANDISFIELD
SAVOY
SHEFFIELD (NON-OP)
STOCKBRIDGE (NON-OP)
TYRINGHAM (NON-OP)
WASHINGTON (NON OP)
WEST STOCKBRIDGE (NON OP)
WILLIAMSTOWN
WINDSOR (NON OP)
ADAMS-CHESHIRE
BERKSHIRE HILLS
CENTRAL BERKSHIRE
MOUNT GREYLOCK
SOUTHERN BERKSHIRE
NORTHERN BERKSHIRE VOC

BOSTON
BOSTON

BRISTOL
ATTLEBORO
BERKLEY
DIGHTON (NON-OP)
FALL RIVER
MANSFIELD
NORTH ATTLEBOROUGH
NORTON
RAYNHAM
REHOBOTH (NON-OP)
SEEKONK
SOMERSET
SWANSEA
TAUNTON
WESTPORT
DIGHTON-REHOBOTH
BRISTOL-PLYMOUTH VOC-TECH
GREATER FALL RIVER
BRISTOL COUNTY AGR

BROCKTON
ABINGTON
AVON
BRIDGEWATER
BROCKTON
EAST BRIDGEWATER
EASTON
HANSON
STOUGHTON
WEST BRIDGEWATER
WHITMAN
BRIDGEWATER-RAYNHAM
WHITMAN-HANSON
SOUTHEASTERN

FRANKLIN-HAMPSHIRE
AMHERST
ASHFIELD (NON-OP)
ATHOL (NON OP)
BELCHERTOWN
BERNARDSTON
BUCKLAND (NON OP)
CHARLEMONT (NON OP)
CHESTERFIELD
COLRAIN (NON OP)
CONWAY
CUMMINGTON (NON OP)
DEERFIELD
EASTHAMPTON
ERVING
GILL (NON-OP)
GOSHEN
GRANBY
GREENFIELD
HADLEY
HATFIELD
HAWLEY (NON OP)
HEATH (NON OP)
HUNTINGTON (NON OP)
LEVERETT
LEYDEN
MIDDLEFIELD (NON OP)
MONROE
MONTAGUE (NON-OP)
NEW SALEM (NON-OP)
NORTHAMPTON
NORTHFIELD
ORANGE
PELHAM
PETERSHAM
PHILLIPSTON (NON OP)
PLAINFIELD (NON OP)
ROWE
ROYALSTON (NON OP)
SHELBURNE (NON OP)
SHUTESBURY
SOUTHAMPTON
SOUTH HADLEY
SUNDERLAND
WARE
WARWICK
WENDELL (NON-OP)
WESTHAMPTON
WHATELY
WILLIAMSBURG
WORTHINGTON (NON OP)
NORTHAMPTON-SMITH
AMHERST-PELHAM
ASHFIELD-PLAINFIELD REG
ATHOL-ROYALSTON
BUCKLAND COLRAIN SHELBURN
FRONTIER
GILL-MONTAGUE
HAMPSHIRE
HAWLEMONT
MOHAWK TRAIL
NEW SALEM-WENDELL
PIONEER VALLEY
RALPH C MAHAR
FRANKLIN COUNTY

HAMPDEN
AGAWAM
BLANDFORD (NON-OP)
BRIMFIELD
CHESTER (NON OP)
CHICOPEE
EAST LONGMEADOW
GRANVILLE
HAMPDEN
HOLLAND
HOLYOKE
LONGMEADOW
LUDLOW
MONSON
MONTGOMERY (NON OP)
PALMER
RUSSELL (NON OP)
SOUTHWICK (NON OP)
SPRINGFIELD
TOLLAND (NON OP)
WALES
WESTFIELD
WEST SPRINGFIELD
WILBRAHAM
GATEWAY
HAMPDEN-WILBRAHAM
SOUTHWICK-TOLLAND
PATHFINDER VOC-TECH

METRO NORTH
ARLINGTON
BELMONT
BURLINGTON
CAMBRIDGE
CHELSEA
EVERETT
MALDEN
MEDFORD
MELROSE
NORTH READING
READING
REVERE
SOMERVILLE
STONEHAM
WAKEFIELD
WATERTOWN
WILMINGTON
WINCHESTER
WINTHROP
WOBURN
NORTHEAST METRO VOC

METRO SOUTH/WEST
ACTON
ASHLAND
BEDFORD
BELLINGHAM
BOXBOROUGH
BROOKLINE
CANTON
CARLISLE
CONCORD
DEDHAM
DOVER
FOXBOROUGH
FRAMINGHAM
FRANKLIN
HOLLISTON
HOPKINTON
HUDSON
LEXINGTON
LINCOLN
LITTLETON
MARLBOROUGH
MAYNARD
MEDFIELD
MEDWAY
MILLIS
NATICK
NEEDHAM
NEWTON
NORFOLK
NORWOOD
PLAINVILLE
SHARON
SHERBORN
SOUTHBOROUGH
STOW
SUDBURY
WALPOLE
WALTHAM
WAYLAND
WELLESLEY
WESTON
WESTWOOD
WRENTHAM
ACTON-BOXBOROUGH
CONCORD-CARLISLE
DOVER-SHERBORN
KING PHILIP
LINCOLN-SUDBURY
ASSABET VALLEY
BLUE HILLS VOC
SO MIDDLESEX VOC TECH REG
MINUTE MAN VOC TECH
TRI COUNTY
NORFOLK COUNTY AGR

NEW BEDFORD
ACUSHNET
BARNSTABLE
BOURNE
BREWSTER
CHATHAM
CHILMARK
DARTMOUTH
DENNIS (NON-OP)
EASTHAM
EDGARTOWN
FAIRHAVEN
FALMOUTH
FREETOWN
GAY HEAD (NON OP)
GOSNOLD
HARWICH
LAKEVILLE
MARION
MASHPEE
MATTAPOISETT
NANTUCKET
NEW BEDFORD
OAK BLUFFS
ORLEANS
PROVINCETOWN
ROCHESTER
SANDWICH
TISBURY
TRURO
WAREHAM
WELLFLEET
WEST TISBURY
YARMOUTH (NON-OP)
DENNIS-YARMOUTH
NAUSET
FREETOWN-LAKEVILLE
MARTHAS VINEYARD
OLD ROCHESTER
CAPE COD REGION VOC TECH
GREATER NEW BEDFORD
OLD COLONY VOC TECH
UPPER CAPE COD VOC-TECH

LOWER MERRIMACK
AMESBURY
ANDOVER
BOXFORD
GEORGETOWN
GROVELAND
HAVERHILL
LAWRENCE
MERRIMAC
METHUEN
NEWBURY
NEWBURYPORT
NORTH ANDOVER
ROWLEY
SALISBURY
WEST NEWBURY
LAWRENCE VOCATIONAL
PENTUCKET
TRITON
GREATER LAWRENCE
WHITTIER VOC

NORTHERN MIDDLESEX
BILLERICA
CHELMSFORD
DRACUT
DUNSTABLE (NON OP)
LOWELL
TEWKSBURY
TYNGSBOROUGH
WESTFORD
GREATER LOWELL VOC-TEC
SHAWSHEEN VALLEY VOC-TECH

NORTHERN WORCESTER
ASHBURNHAM (NON-OP)
ASHBY (NON OP)
AYER
BARRE (NON-OP)
BERLIN
BOLTON
CLINTON
FITCHBURG
GARDNER
GROTON (NON OP)
HARVARD
HUBBARDSTON (NON-OP)
LANCASTER
LEOMINSTER
LUNENBURG
PEPPERELL (NON OP)
PRINCETON
SHIRLEY
STERLING
TEMPLETON (NON OP)
TOWNSEND (NON OP)
WESTMINSTER (NON-OP)
WINCHENDON
ASHBURNHAM-WESTMINSTER
GROTON-DUNSTABLE
NARRAGANSETT
NASHOBA
NORTH MIDDLESEX
QUABBIN
MONTACHUSETT VOC-TECH
NASHOBA VALLEY TECH

SOUTHERN COASTAL
BRAINTREE
CARVER
COHASSET
DUXBURY
HALIFAX
HANOVER
HINGHAM
HOLBROOK
HULL
KINGSTON
MARSHFIELD
MIDDLEBOROUGH
MILTON
NORWELL
PEMBROKE
PLYMOUTH
PLYMPTON
QUINCY
RANDOLPH
ROCKLAND
SCITUATE
WEYMOUTH
PLYMOUTH-CARVER
SILVER LAKE
SOUTH SHORE REG VOC TECH

SOUTHERN ESSEX
BEVERLY
DANVERS
ESSEX
GLOUCESTER
HAMILTON (NON OP)
IPSWICH
LYNN
LYNNFIELD
MANCHESTER
MARBLEHEAD
MIDDLETON
NAHANT
PEABODY
ROCKPORT
SALEM
SAUGUS
SWAMPSCOTT
TOPSFIELD
WENHAM (NON OP)
HAMILTON-WENHAM
MASCONOMET
NORTH SHORE REG VOC
ESSEX AGR TECH

SOUTHERN WORCESTER
AUBURN
BLACKSTONE (NON-OP)
BOYLSTON
BROOKFIELD
CHARLTON (NON OP)
DOUGLAS
DUDLEY (NON OP)
EAST BROOKFIELD (NON-OP)
GRAFTON
HARDWICK (NON-OP)
HOLDEN
HOPEDALE
LEICESTER
MENDON (NON OP)
MILFORD
MILLBURY
MILLVILLE (NON-OP)
NEW BRAINTREE (NON-OP)
NORTHBOROUGH
NORTHBRIDGE
NORTH BROOKFIELD
OAKHAM (NON-OP)
OXFORD
PAXTON
RUTLAND
SHREWSBURY
SOUTHBRIDGE
SPENCER (NON-OP)
STURBRIDGE
SUTTON
UPTON (NON OP)
UXBRIDGE
WARREN (NON-OP)
WEBSTER
WESTBOROUGH
WEST BOYLSTON
WEST BROOKFIELD (NON-OP)
WORCESTER
WORCESTER TRADE COMPLEX
BERLIN-BOYLSTON
BLACKSTONE-MILLVILLE
DUDLEY-CHARLTON REG
MENDON-UPTON
NORTHBORO-SOUTHBORO
SPENCER E BROOKFIELD
TANTASQUA
WACHUSETT
QUABOAG REGIONAL
BLACKSTONE VALLEY REG
S WORCESTER COUNTY VOC

Appendix C

MASSACHUSETTS DEPARTMENT OF EDUCATION   KINDS OF COMMUNITIES AND REGIONAL SCHOOL DISTRICTS

Urbanized Centers

------------ 1 ---------------

ATTLEBORO
AYER
BOSTON
BROCKTON
CAMBRIDGE
CHELSEA
CHICOPEE
CLINTON
EVERETT
FAIRHAVEN
FALL RIVER
FITCHBURG
GARDNER
GLOUCESTER
GREAT BARRINGTON
GREENFIELD

HAVERHILL
HOLYOKE
LAWRENCE
LEOMINSTER
LOWELL
LYNN
MALDEN
MAYNARD
MEDFORD
METHUEN
MILFORD
NEW BEDFORD
NORTH ADAMS
NORTHAMPTON
PITTSFIELD

PROVINCETOWN
QUINCY
REVERE
SALEM
SOMERVILLE
SOUTHBRIDGE
SPRINGFIELD
TAUNTON
WALTHAM
WATERTOWN
WEBSTER
WESTFIELD
WEST SPRINGFIEL
WORCESTER

--REGIONALS--
LAWRENCE VOCATIONAL
NORTHAMPTON SMITH
WORCESTER TRADE
BERKSHIRE HILLS
BRISTOL PLYMOUTH
GREATER FALL RIVER
GREATER LAWRENCE
GREATER NEW BEDFORD
GREATER LOWELL
MONTACHUSETT
NORTHERN BERKSHIRE
SOUTHEASTERN
SOUTHERN WORCESTER
WHITTIER
BRISTOL COUNTY

Economically-Developed Suburbs

------------- 2 ---------------

• ACTON
• ANDOVER
• ARLINGTON
• ASHLAND
• AUBURN
• AVON
• BEDFORD
• BELMONT
• BEVERLY
• BILLERICA
• BRAINTREE
• BROOKLINE
• BURLINGTON
• CANTON
• CHELMSFORD
• CONCORD

• DANVERS
• DEDHAM
• EAST LONGMEADOW
• FOXBOROUGH
• FRAMINGHAM
• FRANKLIN
• GRAFTON
• HOLBROOK
• HUDSON
• LEXINGTON
• LITTLETON
• MARBLEHEAD
• MARLBOROUGH
• MELROSE
• MIDDLETON
• MILTON

• NATICK
• NEEDHAM
• NEWTON
• NORTH ANDOVER
• NORTHBOROUGH
• NORWOOD
• PEABODY
• RANDOLPH
• READING
• SAUGUS
• SHREWSBURY
• SOMERSET
• SOUTH HADLEY
• STONEHAM
• STOUGHTON
• SWAMPSCOTT

• TEWKSBURY
• WAKEFIELD
WALPOLE
WELLESLEY
WESTBOROUGH
WEST BOYLSTON
WESTWOOD
WEYMOUTH
WILMINGTON
WINCHESTER
WOBURN

--REGIONALS--
ACTON BOXBOROUGH
CONCORD CARLISLE
NORTHBORO SOUTHBORO
ASSABET VALLEY
BLUE HILLS
QUINOBIN
SOUTH MIDDLESEX
MINUTEMAN
NASHOBA VALLEY
NORTHEAST METRO
NORTH SHORE
SHAWSHEEN VALLEY
TRI COUNTY
ESSEX COUNTY
NORFOLK COUNTY

Growth Communities

------------- 3 -------------

• AGAWAM
• AMHERST
• BARNSTABLE
• BELCHERTOWN
• BELLINGHAM
• BOURNE
• BRIDGEWATER
• CARVER
• DARTMOUTH
• DRACUT
• EAST BRIDGEWATER
• FALMOUTH
• FREETOWN
• GRANBY
• HANSON
• HARVARD

• HARWICH
• KINGSTON
• LANCASTER
• LENOX
• LUDLOW
• LUNENBURG
• MANSFIELD
• MARION
• MASHPEE
• MATTAPOISETT
• NORTON
• PEMBROKE
• PLAINVILLE
• PLYMOUTH
• PLYMPTON
• RAYNHAM

• ROCHESTER
• ROWLEY
• SALISBURY
• SEEKONK
• SOUTHWICK
• STURBRIDGE
• SUNDERLAND
• SWANSEA
• TYNGSBOROUGH
• WAREHAM
• WENDELL
• WESTMINSTER
• WESTPORT
• YARMOUTH

• --REGIONALS--
• AMHERST PELHAM
• ASHBURNHAM WESTMINSTER
• BRIDGEWATER RAYNHAM
DENNIS YARMOUTH
FREETOWN LAKEVILLE
NEW SALEM WENDELL
OLD ROCHESTER
PLYMOUTH CARVER
SILVER LAKE
TANTASQUA
TRITON
CAPE COD
OLD COLONY
UPPER CAPE COD

Residential Suburbs

------------ 4 -------------

• BERLIN
• BOLTON
• BOXBOROUGH
• BOXFORD
• BOYLSTON
• CARLISLE
• COHASSET
• DOVER
• DUNSTABLE
• DUXBURY
• EASTON
• GEORGETOWN
• GROTON
• GROVELAND

• HAMILTON
• HAMPDEN
• HANOVER
• HINGHAM
• HOLDEN
• HOLLISTON
• HOPKINTON
• LINCOLN
• LONGMEADOW
• LYNNFIELD
• MANCHESTER
• MARSHFIELD
• MEDFIELD

• MEDWAY
• MENDON
• MILLIS
• MONTGOMERY
• NORFOLK
• NORTH READING
• NORWELL
• PAXTON
• PELHAM
• PRINCETON
• RICHMOND
• SANDWICH
• SCITUATE

• SHARON
• SHERBORN
• SOUTHBOROUGH
• STERLING
• STOW
• SUDBURY
• TOPSFIELD
• WAYLAND
• WENHAM
• WESTFORD
WESTHAMPTON
WESTON
WILBRAHAM

--REGIONALS--
BERLIN BOYLSTON
DOVER SHERBORN
GROTON DUNSTABLE
HAMILTON WENHAM
HAMPDEN WILBRAHAM
KING PHILIP
LINCOLN SUDBURY
MASCONOMET
MENDON UPTON
NASHOBA
PENTUCKET
WACHUSETT

Rural Economic Centers

------------ 5 -----------

• ABINGTON
• ACUSHNET
• ADAMS
• AMESBURY
• ATHOL
• BARRE
• BERNARDSTON
• BLACKSTONE
• BROOKFIELD
• BUCKLAND
• CHESHIRE
• CHESTER
• CLARKSBURG
• COLRAIN
• DALTON
• DEERFIELD
• DIGHTON

• DUDLEY
• EAST BROOKFIELD
• EASTHAMPTON
• ERVING
• GILL
• HARDWICK
• HATFIELD
• HINSDALE
• HOPEDALE
• HULL
• LEE
• LEICESTER
• MERRIMAC
• MIDDLEBOROUGH
• MILLBURY
• MILLVILLE
• MONROE

• MONSON
• MONTAGUE
• NEW BRAINTREE
• NEWBURYPORT
• NORTH ATTLEBOROUGH
• NORTHBRIDGE
• NORTH BROOKFIELD
• NORTHFIELD
• ORANGE
• OXFORD
• PALMER
• ROCKLAND
• RUSSELL
• SHELBURNE
• SHIRLEY
• SPENCER

TEMPLETON
UXBRIDGE
WARE
WARREN
WEST BRIDGEWATER
WEST BROOKFIELD
WHITMAN
WILLIAMSBURG
WINCHENDON
WINTHROP
WRENTHAM
--REGIONALS--
ADAMS CHESHIRE
ATHOL ROYALSTON
BLACKSTONE-MLVLE
BUCKLAND SHELBURNE

CENTRAL BERKSHIRE
DUDLEY CHARLTON
FRONTIER
GILL MONTAGUE
MOHAWK TRAIL
NARRAGANSETT
PIONEER
QUABBIN
RALPH C MAHAR
SPENCER-E BRKFLD
WARREN-W BRKFLD
WHITMAN HANSON
BLACKSTONE VALLEY
FRANKLIN COUNTY
PATHFINDER
SOUTH SHORE

Small Rural Communities

----- 6 -----

• ASHBURNHAM
• ASHBY
• BECKET
• BERKLEY
• BLANDFORD
• BRIMFIELD
• CHARLEMONT
• CHARLTON
• CHESTERFIELD
• DOUGLAS
• FLORIDA

• GOSHEN
• GRANVILLE
• HALIFAX
• HANCOCK
• HEATH
• HOLLAND
• HUBBARDSTON
• HUNTINGTON
• LAKEVILLE
• LANESBOROUGH
• LEYDEN

• MIDDLEFIELD
• MT WASHINGTON
• NEWBURY
• NEW SALEM
• OAKHAM
• OTIS
• PEPPERELL
• PERU
• PETERSHAM
• PHILLIPSTON
• PLAINFIELD

• REHOBOTH
• ROYALSTON
• RUTLAND
• SAVOY
• SOUTHAMPTON
• SUTTON
• TOLLAND
• TOWNSEND
• WALES
• WARWICK
• WASHINGTON

• WEST NEWBURY
• WORTHINGTON
• --REGIONALS--
• DIGHTON RHBTH
• GATEWAY
• HAMPSHIRE
• HAWLEMONT
• NORTH MIDDLESEX

Resort/ Retirement/ Artistic

----- 7 ------

• ALFORD
• ASHFIELD
• BREWSTER
• CHATHAM
• CHILMARK
• CONWAY
• CUMMINGTON
• DENNIS
• EASTHAM
• EDGARTOWN

• EGREMONT
• ESSEX
• GAY HEAD
• GOSNOLD
• HADLEY
• HAWLEY
• IPSWICH
• LEVERETT
• MONTEREY
• NAHANT

• NANTUCKET
• NEW ASHFORD
• NEW MARLBOROUGH
• OAK BLUFFS
• ORLEANS
• ROCKPORT
• ROWE
• SANDISFIELD
• SHEFFIELD
• SHUTESBURY

• STOCKBRIDGE
• TISBURY
• TRURO
• TYRINGHAM
• UPTON
• WELLFLEET
• WEST STOCKBRIDGE
• WEST TISBURY
• WHATELY
• WILLIAMSTOWN

• WINDSOR
• --REGIONALS--
• NAUSET
• MARTHAS VINEYARD
• MOUNT GREYLOCK
• SOUTHERN BERKSHR